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ESTABLISHED 1875



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## *The Editors Say...*

Don't know when we've enjoyed our job so much as during the past school year. Never ran upon so much crisp material we thought our readers would like to see. Never had so many practical sidelights on the schoolman's everyday problems to pass along through this educational clearing house. Our greatest regret is that we could not find room for all the excellent material that came to hand.

•

Remember—however, we are always on the lookout for fresh, original and illuminating articles. You may have the preparation of one or more such articles already in mind as a summer project. Or you may know of some experiment or achievement that should be reported in The Journal of Education. Let us hear from you. Your suggestions or written contributions will be helpful to the cause.

•

We thank you all for all your thank-yous. Far from making us contented with our efforts, your appreciative words have increased our resolution to render better and better service.

•

We thank you for your cooperation, in whatever way expressed. We thank you for your discernment of a deeper editorial motive than the mere gathering and transmitting of cold facts related to education. Many of you must have penetrated to the underlying purpose of this publication—which is not only to inform but to refresh and reinvigorate persons engaged in educational work at any level or in any capacity.

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We believe in making education not a dreary pilgrimage into a desert but a lighthearted journey into a fascinating country. Let's keep our party together and invite other adventurers to join us.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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# World at Lessons

## Freedom and the Classroom

IT IS quite the fashion, nowadays, to suspect that any one who stands up for academic freedom is at heart a communist. Similarly, all who oppose such freedom and try to restrict it with teachers' oath laws and in other ways, are at once pigeonholed as conscious or unconscious friends of fascism.

You might think that the antagonism between these rival systems would leave a clear field for the teaching of democracy, here in the United States. But—the very bulwark of democracy is: possession of the facts, and freedom to form opinions after a period of open discussion. Hence the advocates of academic freedom, whatever the leanings of some of them may be, are on solid ground, while the suppressionists tacitly admit themselves panicky and afraid to submit the case to American young people.

But academic freedom can readily be abused by professors and teachers who have become unbalanced through listening to propaganda instead of facts. Statements emanating from dictator-ruled countries regarding the success of their political and social schemes require a lot of weighing and sifting before they can be accepted as truth. Hence a proper and safe exercise of academic freedom can scarcely be expected from persons of unstable character or inferior judgment.

Scattered here and there throughout the country, even today, are classrooms in which an ideal situation exists—the combination of a free hand granted to the teacher and an unwillingness on the part of that same teacher to abuse his liberty or to exercise it in deciding for his students questions which they, as individuals in a democracy, should decide for themselves.

Democracy has naught to fear and all to hope for from such classrooms. They should not be allowed to grow in number any faster than responsible teachers can be found for them.

• • •

## Presto: An Economic Norm!

INTO the midst of a Congress struggling over the issues of economy and court revamping the President on May 24 projected a special message calling for legislation on maximum hours and wages—and instantly a chorus of approval was heard throughout the nation. Here, at length, was a reasonable proposal for removing the major abuses which had exploited workers and given unscrupulous employers and those in backward states an undue advantage over their competitors.

The Supreme Court, in recent decisions, had cleared the way for federal laws regulating major industries doing an interstate business—holding that the production of goods in such cases is an interstate as well as a local matter.

Thus the deck was cleared for a new federal act. And the President's decision to attempt a simple and moderate code instead of a complex and extreme one, forestalled most of the opposition.

A maximum working week of forty hours or less; a minimum wage of 40 cents an hour; a board of five members to give seasonal and other flexibility to the plan; these combined with a ban on the shipment of child-made articles across state lines comprised a rather incontrovertible answer to a problem of long standing in this nation—namely, the establishment of an economic norm which should lead to all-around fair play as between states, industries and workers. Incidentally the limitation of working hours should aid re-employment.

• • •

## Discouraging a Would-Be Teacher

A CERTAIN teacher has a nephew graduating from college this month. "What is he planning to do?" the teacher was asked. Her reply was: "Oh, he is going into teaching. I think it's a dreadful mistake, but that's what he wants to do."

Whether it is a dreadful mistake or not depends on the individual. Teaching is an excellent profession—if that is what one is looking for. It is an especially good profession for those who have the requisite qualities to aid and inspire the learner.

To decry one's own vocation has become so universal a habit that it is almost funny—except for the boys and girls who seek advice and are repeatedly told to look elsewhere because this or that occupation is overcrowded and there are few opportunities left.

The classroom is a poor place for a clock-watcher, whether he be pupil or teacher. But if one have a flair for teaching and will enter upon it with the aim of being of service in a most important human relationship, it may become the noblest and most rewarding of labors.

It is not a mistake for the right person to go into teaching. It is a grave mistake to dissuade such a person from going into it.

There is usually something wrong with the teacher who does not think well of his occupation. The trouble may arise from a personal unfitness for the work. It may be due to some unfortunate local situation. Or it may be just an attitude copied from some one else. At heart most teachers probably enjoy teaching and would not change their profession if they could.

• • •

## The Passing of "John D."

FEW men in American life had attained more prominence than the elder Rockefeller, who died in his ninety-eighth year at his winter home in Florida on May 23. Any time these forty years past one had but to say "John D." to conjure up in his listener's mind a picture of the thin-faced gentleman who wrote checks in millions and distributed bright new dimes to children.

Rockefeller's phenomenal fortune, acquired through shrewd and ruthless methods leading to a virtual monopoly of oil, was an outstanding example of "rugged individualism" at its worst.

Two things helped Rockefeller to change the attitude of the public towards him. One was the hiring of Mr. Ivy Lee as publicity agent. The other was the steady focusing of Rockefeller's attention, after he had made his pile, upon the problem of giving back to society, in helpful ways, the money he had amassed. The Rockefeller philanthropies have been magnificent in scope and value to mankind. Vast sums have gone into medical research. Hookworm, yellow fever and cancer have been attacked with Rockefeller cash, intelligently applied. So extensive have been the achievements to his credit that he has sometimes been called "the world's greatest physician."

Rockefeller thus passed through a strange life cycle—scoring a conspicuous success which yielded scorn and hatred; then turning that unpopularity, first into tolerance, then into respect and something akin to affection.

No doubt there is a screw loose in our American system to permit any one man to control so much wealth as this man did. The difficulty is to find that screw and tighten it without destroying the efficiencies and the gains for all the people which such individuals create.

## Is Henry Ford Right?

HENRY FORD pleads with his employees not to join a union and thereby force themselves to "buy" the jobs that have always been free. While admitting that he has no right to stop them from joining any organization they please, he tells them that when they join a union they put their necks into an "iron collar." He warns them, further, that there is a sinister conspiracy of capital, finance, and unionist oligarchy to control wages, hours, and prices, and that when they join a union they help to create monopoly and higher prices on monopoly-made goods.

Mr. Ford is at least partly right. The membership in a union does represent an added expense that may or may not be returned in higher wages. The unions are not democratically ruled, and the members do, in a sense, put their necks into iron collars when they join. An arbitrarily managed union may commit serious outrages against its own members and their families, through bad judgment in strikes or through the exaction of heavy dues for little or no accomplishment.

As for the monopolistic plotting behind the scenes—Mr. Ford would have the means of knowing what he is talking about.

It is almost certainly the fact that the overthrow of independent companies in the United States would lead to price-fixing against the interest of the consumer—and every worker is a consumer. Will membership in the rapidly growing CIO inevitably drive the independent companies to join forces with the so-called "trusts"? This is open to conjecture and research.

• • •

## War Dogs and the Spanish Bone

GRAVE indeed was the European situation as June opened. Germany, in reprisal for the deaths of twenty-three sailors on the warship Deutschland, bombed by Spanish government airmen, attacks with naval guns the Spanish coast town of Almeria, and nearly wipes it out. It is an act of vengeance, performed by a hair-trigger government to satisfy its inflamed populace. The slenderness of the threads which hold Europe together in the non-intervention patrol of Spain, is illustrated by the sudden withdrawal of Germany and Italy from this project. Further application of force by either Germany or Spain, may precipitate a madness which has been holding off under great strain for several years.

It is fascism vs. communism—from the outer viewpoint, not the inner. Can those two opposing systems be kept from fighting their battle to a finish over the fallen corpse of Spain? That is the question which makes this crisis so serious a matter.

# How Detroit Provides for Its Atypical Children

By FRANK CODY
Superintendent of Schools
Detroit

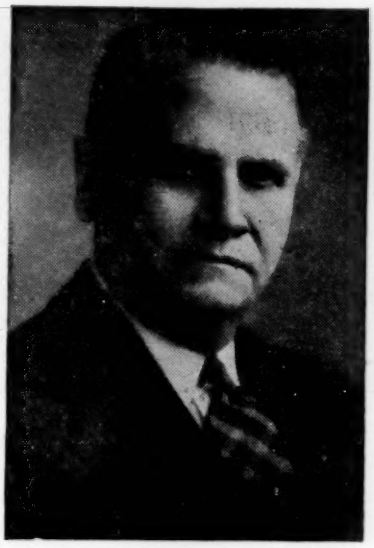
THE Detroit public school program includes in addition to the regular curriculum for physically and mentally normal children a complete program adapted to the needs and abilities of not only the physically handicapped, but also the mentally retarded and slow-learning.

For the physically handicapped there are schools for the crippled, including cardiacs and orthopedics. Today's educational program also includes schools and classes for the deaf and the hard of hearing, for the partially sighted, and for the sightless, classes for the teaching of speech improvement, and for the education of the epileptic, and rooms and buildings for open air and open window instruction. For those who do not fit into these groups, there are classes for the mentally retarded and the slow-learning, as well as ungraded schools and ungraded classes.

A quarter of a century ago special education in Detroit was confined for the most part to a few classes for the training of the deaf and a limited amount of instruction for the slow-learning child. Today, Detroit employs 470 teachers of special education for the instruction of 20,000 children enrolled in this division.

### SCHOOLS FOR CRIPPLED

The aims of the schools for crippled (orthopedic) are those of providing scientific care and training for children who, because of an orthopedic condition, cannot attend regular classes with safety and profit. Detroit has two schools devoted



FRANK CODY

exclusively to the education of such children. Admittance to these schools follows an examination and recommendation by the orthopedic surgeon in charge. Clinics for examination of candidates are conducted at the schools one day a week.

### CARDIAC CASES

Children found to be suffering from severe cardiac conditions are cared for in the special schools for crippled children. In accordance with Michigan laws, this type of child is considered crippled, and as such the Board of Education is eligible for reimbursement from the state for the child's education. One room in each school for crippled children is set aside for the most severe cases. The remaining cardiac children are enrolled in the orthopedic classrooms.

Classroom and bedside teaching are provided for children who are patients in children's hospitals in Detroit and vicinity. Home teaching is provided for home-bound crippled children and cardiacs in grades 1 through 9.

The city's schools for the crippled are equipped for physiotherapy in its various forms, the service being available for children whose parents are unable to afford private care. The treatments consist of thermotherapy, massage, muscle reeducation, including under-water treatments, actinotherapy, and remedial exercise. In addition to this, muscle tests are made by the physiotherapists, braces and special shoes ordered, photographs showing deformities are taken, and detailed records kept for each case.

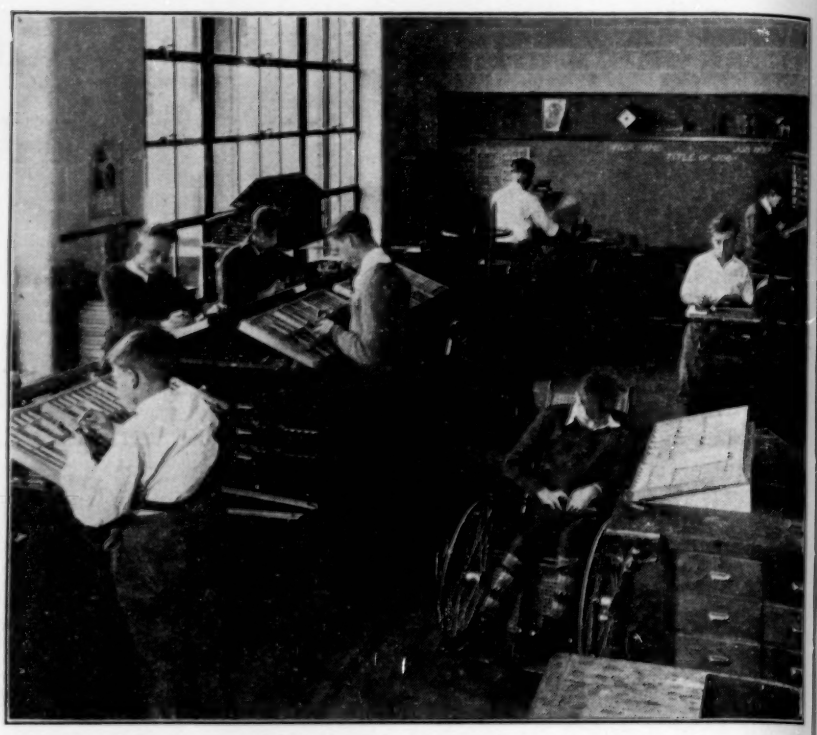
By special act of the Legislature, state funds are available for surgical care, hospitalization, and appliances for children whose parents are not financially able to provide such care.

The schools are in session from 9 a.m. to 3 p.m., the day being broken by half-hour lunch, rest, and play periods, a warm lunch being furnished the children by the schools. Classes in these schools vary in size, ranging usually from 25 to 35.

### EXPERIMENTAL WORK

For a number of years the schools have conducted experimental work with spastic paralysis cases for the purpose of determining the value of various types of corrective work, as well as methods of checking progress. Recently a follow-up study was made to include graduates of the city's schools for the crippled now enrolled in the high schools. It is grati-

fying to learn that results tend to indicate that children who have attended the special schools in earlier years carry on in regular schools in much the same manner as the average physically normal group. A study is also being conducted dealing with the personality traits of adolescent children crippled from polio-myelitis. In connection with this division of special education, it is of particular interest to note the classification of cases enrolled in all classes for crippled children during the past year. Twenty per cent. have had anterio polio-myelitis (infantile paralysis), 20 per cent. cardiac conditions, 16 per cent. spastic paralysis, 10 per cent. bone and joint tuberculosis, 6 per cent. osteo-myelitis, 4 per cent. congenital anomalies and deformities, and 24 per cent. miscellaneous orthopedic and medical conditions. During the past year, 1,013 crippled children and cardiacs were included in 40 classes.



EACH TO HIS OWN TASK
Boys at work in a Detroit school for the handicapped.

### EPILEPTICS

Detroit is one of the first cities in the nation to institute special education and schools for epileptic children. In January, 1934, a special school was organized, with 34 boys enrolled. The objective of education for this type of individual is the provision of an educational opportunity for teachable children, to provide treatment for these children, and also to maintain a clinic for research study concerning the causes and treatment of the disease.

The school is conducted under a part-time 24-hour, five-day boarding-house plan, in order to check carefully upon the treatment being administered. The staff includes eight teachers, a day and night nurse, three matrons, and a part-time physician. Diet is considered an important part of the education and instruction in this school. All children are given the noon-day lunch. Diets, hygiene, principles of healthful living, and social adjustments are stressed for both pupils and parents.

The College of Medicine of Wayne University is co-operating in the medical experiment. Individual case study includes physical examination and medical case history, psychometric examination and developmental history, and achievement tests in the academic subjects and school or educational history.

State aid is received in the same proportion for these children as for the crippled, deaf, and blind.

### BRAILLE CLASSES

In classes for the sightless, the objective is that of giving as nearly normal experiences to these children as is possible, in order that they may become self-reliant and self-supporting individuals. In general, it will be noted that the aims are not different from the education of the physically normal.

The trend in this type of education is decidedly in favor of day school education instead of institutional training, inasmuch as parents prefer to keep their children in their own homes.

Many of the same problems are found to exist in the sightless child as in the normal child, namely, slow learning, behavior, and the gifted child. For the slow child who is also sightless, special adjustment is made in the entire curriculum.

### CURRENT TRENDS

Just as field trips are now recognized as an important part of the instruction of the sighted, attention is now being given to this phase of instruction in the training of the blind. Today the public finds Detroit's blind school children being taken on visits to local dairy farms, telephone exchange buildings, the courthouse, local newspapers, and blacksmith shops. Contacts of this type serve two purposes, in that they materially aid the blind through variety and unusual experiences, and also acquaint the public with the possibility of education for this type of individual.

The future of such physically handicapped children must in-

clude activities in which these pupils may engage with profit and pleasure. With the workmen's compensation laws becoming more and more demanding, it seems likely that there will be a certain proportion of the blind who, regardless of ability or training, will not be able to work in industrial plants. A certain amount of relief in this connection is found in the Social Security Act.

### CURRICULUM AND TEACHING

Physical training, auditorium, and the various special activities are essential in the teaching of the sightless. The curriculum includes piano instruction, pencil writing, typewriting, and handicraft, the latter of which includes clay modeling, basketry, weaving, crocheting, knitting, woodworking, and sewing.

Home teaching of braille for adults has been taken over by the Board of Education. This work now includes teaching of home-bound blind children, as well as adults.

For those children whose vision is impaired, the schools offer sight-saving classes providing an opportunity to secure an education with the least possible eyestrain. These classes also aim to develop within the students consciousness of their abilities and limitations, in order that they may learn to conserve their vision and to select a vocation in view of the physical limitations.

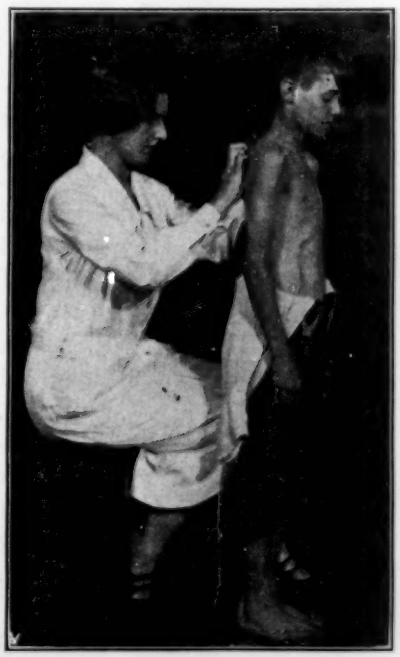
The problem of instruction for the sight-saving child is largely the adaptation of the best teaching methods used with normally sighted children to the needs of the children with defective vision. The special ability of each pupil is emphasized, rather than the limitations which the handicap inflicts. In co-operation with the regular school classes, the sight-saving child is encouraged to participate in school functions, and is expected to play a part in the social activities of the school.

### THE HARD OF HEARING

Oral speech and lip reading are being taught in the School for the Deaf. In addition, lip reading is offered in special classes for children who have impaired hearing and those whose deafness is progressive. The School for the Deaf is equipped with the most recently developed hearing aids, and other equipment for the training and treatment of the deaf and the hard of hearing children. A clinic is maintained at the school, with nurses and a doctor provided by the Board of Health.

### OPEN AIR SCHOOLS

Two divisions of the Department of Special Education used by a large number of students are those of open air schools and open window rooms. The former tends to aid through proper training, abundance of fresh air, nourishing food, and ample rest in building up a resistance sufficient to carry pupils who are tuberculosis contacts or exposures over a period of greatest susceptibility. The open window rooms provide both physical and instructional attention for pupils convalescing from a serious illness. Included in these rooms are the undernourished, the underweight, the less serious cardiac cases, and any others whose physical condition is below normal.



ORTHOPEDIC CHECK-UP

At the present time, Detroit has twelve regular open air schools, with an approximate registration of 1,200 pupils. In addition to this, 240 pupils are enrolled in this division in two tubercular sanitariums in or near Detroit.

Admission to open air schools is made possible through co-operation with the Department of Health and the Board of Education. Pupils are retained until their physical condition has improved sufficiently to permit them to enter the regular grades.

Because of the fact that many class interruptions are necessary, the regular elementary curriculum is modified in all open-air schools. In addition, instruction is given in matters pertaining to health and hygiene. Pupils are given a luncheon at 9.30 in the morning, a hot dinner at noon, and a luncheon at 3.15, just before going home. All of the windows of the building are kept open, and following the noon meal, pupils rest for a period of an hour in the sunroom. Approximately one-half of the 240 pupils now being cared for in the two hospitals come from the city's high schools. In the open window rooms, instruction is of necessity individual, inasmuch as the enrollment is composed of practically all grades in a particular school.

### SPEECH IMPROVEMENT

Approximately 8,000 pupils handicapped with emotional, articulatory, or voice disorders evident in the functioning of speech are enrolled in classes for speech improvement. A city-wide speech survey is made each year, and pupils who show any disorder of speech are listed.

Pupils are notified as to the period in which they may attend speech classes, beginning with each fall semester. They are not marked absent from the grade room when in such attendance. Parents are notified of the child's difficulty and their co-operation solicited. Tests are given as a means of further diagnosing the difficulty, and a case history is begun when a child enters the department and is continued to the time of release.

Research and experience indicate that the earlier these children receive definite training, the more likely are they to overcome their difficulty.

### SLOW-LEARNING PUPILS

The aim of special classes for the slow-learning is to minimize the handicap of inferior mentality, primarily through suitable training and instruction. At the same time, emphasis is placed on developing the individual aptitudes and capacities in order that each pupil may find it possible to do well those things which lead to his satisfaction and self-esteem.

Detroit has sixty-five classes for mentally retarded pupils under thirteen years of age. Locally these are designated as Special A, in most cases one-room units in a regular elementary building, and Special B for older retarded pupils. A number of special preparatory classes are maintained as finishing schools for special class pupils. Boys and girls sixteen years of age are promoted from Special B into the preparatory classes of the intermediate schools if additional training seems advisable.

### FUTURE OF SPECIAL EDUCATION

At the present time, the problems behind special education seem to be developed around the question of reaching the source of the difficulty or disease (prevention). For example, more than thirty per cent. of the children enrolled in our schools for the crippled are afflicted with polio-myelitis (infantile paralysis).

The matter of deafness and impaired hearing seems to be one of prevention, inasmuch as certain generally classified childhood diseases seem to lead to frequent cases of deafness or impaired hearing. Again, this is a matter of prevention in reference to the disease.

In the field of tuberculosis, national statistics indicate that the number of people so afflicted today is diminishing, while the number of heart cases is decidedly on the increase. Perhaps this is due to our method of recognizing the diseases, and in some cases improved methods of treatment, with particular reference to tuberculosis. By adjusting the educational program to the physical abilities of this type of child, much can be done in the matter of reducing the seriousness of the disease or in curing it at an early age.

In the field of heart disease (cardiacs), it is a matter today of recognition and adjusting the program, while in former years recognition was almost unknown at this early age.

For parents, solace will be found in the fact that much hope exists for the child enrolled in special education in the future.

# A Preview of the N. E. A. Meeting

## TO BE HELD AT DETROIT, MICHIGAN, JUNE 27-JULY 1

THE National Education Association will celebrate its seventy-fifth annual convention in Detroit, June 27-July 1, nearly a week earlier than the summer meeting usually assembles. The advance in date will enable many delegates, who would not otherwise have an opportunity to do so, to attend summer sessions following the convention.

Social security, safety, conservation of natural and human resources are among vital social problems which will be emphasized on general session programs. Headline speakers on these topics include United States Senator Josh Lee, of Oklahoma, Stuart Chase, economist, and Mrs. Mary R. Beard, co-author with her distinguished husband, Charles A. Beard, of well-known historical publications. *The Role of Schools in Social Reform* is the subject of an address to be delivered by Edmund E. Day, president, Cornell University.

The convention will open Sunday afternoon with the annual vesper service, at which Halford E. Luccock of the Department of Homiletics, Yale University Divinity School, will be the principal speaker. On Sunday evening there will be a program of music under the direction of the Detroit city schools.

A large and interesting exhibit of educational supplies will attract many delegates to the spacious and well-arranged exhibition halls of the Masonic Auditorium, home of the convention.

The seventy-fifth annual meeting places special emphasis upon the various aspects of professional organization and effort. Executive Secretary Willard E. Givens will deliver the keynote address of this prominent convention theme at the first general session on the subject, *Progress and Problems of Our Association.* Secretary Givens will be followed by President Orville C. Pratt, who has selected for his presidential address the topic *Then and Now in the National Education Association.*

The problems and progress of state organization work will be discussed by Lester K. Ade, state superintendent of public instruction, Harrisburg, Pa.; Arvie Eldred, Secretary, New York State Teachers Association; Spencer Phillips, secretary, Louisiana Teachers Association; Arthur L. Marsh, executive secretary, Washington Education Association; and R. C. Moore, executive secretary, Illinois Education Association. On the special program devoted to this subject, plans for more effective co-operation of local, state, and national professional organizations will be outlined. Among those who will represent local associations in this discussion are the presidents of the Dade County, Fla., Classroom Teachers Association, P. W. Seagren, the Affiliated Teachers Associations of Los Angeles, Josephine Smith, and the Oakland Teachers Association, Evelyn Chasteen.

Charles B. Glenn, superintendent of schools, Birmingham, Ala., newly-elected president of the American Association of School Administrators, has chosen for his topic *An Experiment in Character Training.*

The Representative Assembly will hear committee reports which include that of the committee on amending the charter, by Reuben T. Shaw, Northeast High School, Philadelphia, Pa.; on Tenure, by Donald DuShane, superintendent of schools, Columbus, Ind.; on Equal Opportunity, by Gertrude Mallory, San Gabriel, Calif.; on Economic Status of the Rural Teacher, by William McKinley Robinson, Western State Teachers College, Kalamazoo, Mich.; on Academic Freedom, by Dean Henry Lester Smith, School of Education, Indiana University; on Retirement Allowances, by M. Emma Brookes, principal, Miles-Cranwood School, Cleveland, Ohio: and on the current activities of the Legislative Commission, by Sidney B. Hall, State superintendent of public instruction, Richmond, Va.

# Breaking the Lockstep

By W. L. TAPLIN
Rutland-Fairhaven Supervisory Union
Vermont

*How a system of rural schools aids its pupils to progress according to their abilities.*

INEQUALITY of educational opportunity is most apparent in rural areas as compared with more thickly settled sections. Vermont is not only largely rural but its topography is such that the one-room school is predominant. Scattered two, three, and four room buildings in the villages and even certain six and eight room buildings might also be classed as rural schools. Nearly all of these share in the inequality.

The school organization which has been demanded in Vermont is one in which each child should recite in each subject each day. This has been the popular viewpoint of democracy in education. Every child, so it has been thought, would thus have his just share of the teacher's time, and none would be favored. Such a school it has been argued must be a good school since it met these requirements of equality. What did it matter that school libraries did not exist? What did it matter that there was no equipment for nature study, no creative expression, no manual arts? These subjects had not been a part of textbook methods of instruction when father was a boy and "See how well he did!" Indeed it has been felt that it was a foolhardy teacher who would break with the long established tradition of a recitation in every subject each day.

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The Dalton laboratory plan of organization could be applied in our graded buildings, but it could not easily be made to meet the situation found in the one-room school. The spontaneous type of activity developed at the Lincoln School held little hope for improvement when used by teachers who lack adequate cultural background for its development. Something akin to the Gary plan of coaching the laggards was in existence since achievement tests showed that we were already chiefly engaged in coaching laggards. Ability grouping could

not be used in the small classes which we have in the majority of our schoolrooms. At Winnetka, Illinois, and at Bronxville, New York, a type of individual instruction has been used which seemed to be adaptable to both our graded and one-teacher schools. Its characteristics were, first, that it provided a pattern for school organization which would allow individuals to progress in their work according to their relative abilities. It recognized the unique personality of each child. Second, while retaining the possibility of allowing each child to do work in each subject each day, it eliminated the recitation in the tool subjects, substituting therefor a measure of self-instruction under the guidance and with the help of the teacher. Time could be saved by such an arrangement; time which could be devoted to an activities program built around the social studies, physical education, nature study, music and literature. Cultural interests could thus be introduced and developed. Third, the plan provided for mastery in the fundamentals of education thus avoiding the pitfall in progressive education which Ernest Cobb has so forcefully pointed out in his book, "One Foot on the Ground." We adopted this pattern and adapted it to our situation.

A time schedule allowing blocks of time, 15 to 75 minutes in length, for various subjects was substituted for the recitation period program. Within this blocking of time each pupil is directed to so schedule his time as to meet his personal needs. If he is slow in English, for instance, he is advised to study his English more than the time set aside for the remainder of the school in English. If he comprehends arithmetic easily he is guided into the use of less time for that subject. He is almost unconsciously guided to study, observe and apply a judicious treatment to his own idiosyncrasies under his own initiative. The responsibility for his own acts and for his own progress is thus gently placed to a reasonable extent upon his own shoulders.

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The textbooks and all materials already in use under class instruction were continued when we changed to individual instruction. No new teaching material was added and every condition affecting the work was kept the same as before. The work in arithmetic, English, spelling and reading was divided into units or steps which we, following the pattern of Winnetka, called goals. Our goals were drawn up and placed within the grade level in conformity with the Vermont State Course of Study. Our statement of these goals was objective for the most part. Many of our goals in arithmetic, however, remained subjective. I believe that was a mistake, psychologically if not pedagogically, and in the revision of our goal cards which is being made this year probably 90 per cent of our goals will be stated objectively.

Tests were made by the teachers covering each goal. These tests should be diagnostic in nature. We have now added many commercial diagnostic tests to the teacher-made testing materials. Probably five different tests should be made covering each goal in English and arithmetic. Two of these tests are given as practice tests. Through these the pupil having completed the work of his goal and having corrected his own papers covering that work, may learn for himself whether or not he has mastered his work. Having completed his practice tests with 100 per cent. mastery, he receives the real test from the instructor. If he fails on any part of any of these tests he is directed to again study the appropriate parts of the unit or he may be directed to study new material through which he may perfect his knowledge of the goal. Having completed the remedial work he again approaches his practice test, receiving this time a different form of the real test equal in difficulty with the first.

The activity of the teacher is of the utmost importance in this reorganization. She should have a sympathetic understanding of the technique to be followed and of the philosophy of individual differences. She is to be found among the pupils, observing what each is accomplishing or failing to accomplish, helping one, developing a troublesome point with another, encouraging and advising. She does not correct the daily work of the pupils in arithmetic or in English. The pupil has access to the keys or manuals and corrects his own work in these subjects. There is no incentive to him to cheat since he would only be cheating himself. The teacher has become a guide and helper rather than a taskmaster.

With the unit satisfactorily mastered the pupil carries his goal card to the teacher, who places the date opposite the completed goal in a column provided for that purpose. He then proceeds to the mastery of another goal. All pupils are thus doing work in the fundamentals of education which is equivalent to an "A" grade or better under a letter marking system. In reading probably not over two forms of the test covering any given book are necessary, and in spelling the tests are of course the words themselves. In penmanship the pupil is constantly guided in the direction of checking his own written work against standard specimens for his grade which are posted in his schoolroom. Probably the best technique for carrying out the procedures which I have

mentioned for the elementary school is to be found in the descriptions of the work as it is carried on at Winnetka written by Dr. Carleton Washburne.

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Promotion is made by subject rather than by grade or by year. When the pupil has completed the work of the given grade in a given subject he automatically proceeds to the work of the next grade. We attempt, however, by guiding the pupil in his time schedule adjustments to finish all the subjects on a given goal card within a period of two months or less.

Instead of a teacher-given rating in deportment a personal quality rating is made by the pupil himself. The personal qualities upon which the pupil rates himself are: attentiveness, courtesy, school citizenship, interest, initiative, co-operativeness, perseverance, promptness, self-reliance and effort. On the pupil's proper development in these qualities much of the success of his adult life depends. The rating is made by the pupil in conference with his teacher. The goal cards are sent home for inspection five times each year although any pupil may take his goal card home whenever his parents wish to have him do so.

The work in geography, history, science, health and English composition is taken up in the form of class discussions after having been studied from both textbooks and reference books under the supervision of the teacher. 100 per cent. mastery of this material is not required, in fact it is doubtful if anyone knows what 100 per cent. mastery of these subjects would be. In music, art, and manual skills, mastery according to a given standard would not even be desirable since in these subjects pupils should not be standardized or made alike. Such subjects are better treated by fusion, integration or correlation through the activities program.

The results of the individual instruction were measured accurately and compared with the results of our previous class recitation method. Our instrument of measurement was the Modern School Achievement Test published by Bureau of Publications, Teachers College, Columbia University, New York.

When the individual subjects were considered separately it was found that the increase in pupil power to do school work during the measurement period was:—

Reading comprehension, 200 per cent. faster.
Reading speed, 80 per cent. faster.
Arithmetic reasoning, 100 per cent. faster.
Arithmetic computation, 44 per cent. faster.
Spelling, 100 per cent. faster.
Language usage, 10 per cent. faster.

Those subjects which involve reflective thinking appear to have been benefited to a much greater extent than they were by drill fixation through class instruction. Language usage which increased only 10 per cent. under individual instruction actually showed a significant increase considering the fact that for a period of two years previous to the measurement special attention had been given to instruction in language usage with the result that the pupils were already 50 per cent. above standard in that subject. The average increase in ability in the individual subjects was 76 per cent.

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The subjects not individualized, health knowledge, geography, history and civics, and elementary science showed a gain after the reorganization which was 68 per cent. greater than under class instruction. The conditions necessary for transfer of training were present to a striking degree in this experiment.

When the gain in graded schools was compared with that in one-room schools, individual instruction showed an advantage of .6 of a grade per year over the gain made by the graded school. This was probably due to the fact that the graded schools were, under class instruction, progressing .4 of a grade per year faster than the rural schools. Under the type of organization which we now use, rural pupils may be expected to progress as fast as graded school pupils.

When a distribution of the results was based upon the grade in which the pupils were classified it was found that seventh and eighth grade pupils increased in power approximately one grade per year faster under individual instruction than under class instruction. Fifth and sixth grades increased in power approximately one-half grade faster and fourth grade pupils somewhat less than a half grade faster than before.

The advantage of individual instruction with the high ability quartile was one grade per year greater. With the low ability quartile the advantage was .73 of a grade. The middle group, to whom the class instruction method is best adapted, gained .54 of a grade per year faster under individual instruction. These figures emphasize again the dwarfing influence of lock-step methods upon the bright pupil, and the harmful effect upon all pupils of a rigid conformity to the idea of set assignments given to the group in common under any form of school organization.

In order to determine the reaction of pupils, parents and teachers to our changed organization a questionnaire was

mailed to all teachers who had used the plan. The answers to the questionnaire justify certain rather definite conclusions: The pupil's interest in school work was increased. The placing of greater responsibility, the greater emphasis upon methods of study, the result of development of individual initiative, the fact that superior children were not held back, that slow children now had time to fully understand the work, and the fact that pupils did more reading, thus broadening and enriching their experience, are possibly part of the explanation of the increase of the pupils' interest in their work.

While the pupils did not fully grasp the fact that competition was no longer against their fellows in a race for better marks, still, the spirit of co-operation with each other did increase noticeably in nearly all schoolrooms. The only competition which we now stress is competition of each pupil against his own best previous record.

Our reorganization and our findings do not indicate an educational Utopia. They do indicate clearly that time may be saved in the teaching of the fundamentals sufficient for the introduction into rural schools of creative, broadening, living activities. Time may be had for play, physical education, social development, field trips to industrial institutions and for nature study. Reading in the cultural fields may be indulged in and spare time hobbies may be developed. Opportunity is presented for remedial work. The textbook gives way partially to the reference book and the school library naturally springs into existence. A library can be rapidly built up from the regular textbook appropriations since fewer books but many kinds are needed. Additional equipment can be provided in the same way. The cost of operation need not increase as these changes are made and the most conservative school patrons can be made enthusiastic.

Educational inequality is not embodied solely in lack of support. It is a matter of curriculum offerings and classroom organization as well. Some progress may be made in reorganization of the instruction and in broadening the curriculum even while we are struggling for a greater degree of equality from the financial standpoint. One observation seems to me to be certain—that we have only begun to scratch the surface of the needed reorganization of the curriculum and of the technique of instruction in the public schools. That reorganization when complete should embody a working philosophy of true democracy through education.

# Philadelphia's Orthopedic School

By GLADYS G. IDE
Director Division of Special Education
Philadelphia

AN attractive, new, brick school building for orthopedic children has been erected at Twenty-second and Brown streets, in Philadelphia. The school opened in February. All of the children's activities are confined to the first floor, as the busses which bring the children from their homes are driven from the street on a ramp to the door of a waiting-room. Here, those children needing wheel chairs find them waiting, with a matron or chauffeur to give such help as may be needed.

Leaving the waiting-room, the children proceed through spacious halls to their classrooms. One wing of the building has been arranged for the smaller youngsters, and the other, for the older ones. Pedestals for bubblers and wash stands are lower on one side than on the other. Classrooms for the older children are near the shop and kitchen to make the necessary movements between these rooms as easy as possible. The gymnasium, lunchroom, and assembly-room have been placed in corner rooms, easily accessible to both wings. The school has no outside yard, but there are two inner courts, one for a playground and one for a garden and flower beds. The court used for play has been surfaced with a special preparation so that the footing will be safe for children on crutches even in wet weather.

The second court is partially protected by glass so that flowers may be grown throughout the winter, and experimentation in science need not be interrupted. The sunlight will be good for the children as well as for the plants. Since horticulture is often of vocational value for physically handicapped children, this activity has been added to their other school work so that those with a liking for plants may become acquainted with them and may experiment with them if they

choose. It is not expected that all of the children will enjoy this activity, but it is likely that most of them will come to have an appreciation of the beauty of nature and of the opportunity for quiet and rest.

The classrooms, two shops, and a gymnasium are arranged especially for orthopedic children. Two classrooms for the younger group are large enough to be used for activity programs for children not yet ready for regular shop work. All the rooms have been furnished with seats which are comfortable for the orthopedic child. Children who are older than the little ones have been assigned to regular weekly periods in the industrial arts shop which is two-fold in its purpose. Many of the orthopedic children have poor use of their hands, and the industrial arts shop offers an opportunity for training weak and uncoördinated muscles. In this case, the product is of little interest, except to the children, but improvements in the use of the hands are of paramount importance.

Many orthopedic children are not handicapped by manual difficulties, and are, therefore, capable of making use of the shop in exactly the same way as do the children in regular grades. For these children, the shop is a training field in the use of tools, industrial processes, and in the making of articles which present problems found in industry.

In the same way, the kitchen offers an opportunity for training, for those who can use it as a means for vocational education, in cooking and in service. If too greatly handicapped to cook, children can still enjoy demonstrations of food preparation and cooking, take part in the making of budgets, and discuss prices and diets with the teacher. For those who can sew, no matter how crudely, there is an opportunity both by hand and with machines. Sewing machines may be operated by electricity, by hand, or the foot treadle to accommodate different types of handicaps.

Many orthopedic children are suffering from the aftermath of infantile paralysis; other children are handicapped by the loss of limbs; still other crippled cases are due to injuries from which the children have made only a partial recovery. The swimming pool offers the best way of securing regular exercise in spite of physical handicaps. Children who have had infantile paralysis will gain in strength and will improve in muscular tone best when swimming as it is easier to exercise when the body is supported by water. A swimming pool is part of the equipment of the new orthopedic school. It is designed so that it may be used for physiotherapy for those who can best profit by it, but it is expected that every handicapped child will learn to swim and will profit physically by the opportunity to make use of the swimming pool. Swimming is also fun, and an exercise in which handicapped children can compete.

Beside the swimming pool, there is a gymnasium where healthful exercise may be given, and where there will also be a fine atmosphere for play and fun. The crippled child has very little opportunity for real play. He is often so aware of his crippled condition that he does not attempt to join in the games of other children, and many times other children will not accept him. In an orthopedic group, there is no feeling of inferiority, because each child recognizes the disabilities of himself as related to those of the others. The gymnasium offers an opportunity for the development of a class spirit and of sportsmanship. It offers an opportunity for good wholesome fun in a way which the orthopedic children of Philadelphia have never enjoyed. Incidentally, the games and plays in the gymnasium will also help to strengthen weak muscles and improve poor coördination, but primarily, it is more important to secure from these children an attitude of "give and take" and joy of living than it is that the gymnasium shall be a place for exercise alone.

At noon-time, the children are seated at small dining tables to be served with a simple, nutritious lunch. While it is advisable, in general, that children shall serve themselves, in the cases of orthopedics, it is found inexpedient to permit a child to carry liquids and hot foods. The dining-room is large and pleasant, and the cooking and serving of the lunch is placed in charge of matrons already experienced in this work. It has been necessary to serve lunch at three different periods to accommodate the group.

Because crippled children have less opportunity for experience —except that of hospitals—than do well children, the academic work in the orthopedic school must offer a wide range of activities. There must be much to talk about. There will be, for instance, a chance for dramatic or musical entertainment furnished by the children themselves. The auditorium has a stage suitable for real plays in which even those in wheel chairs may have a part. The audience will be comfortably seated in modified opera chairs or in a section in the rear left especially for the wheel chairs.

Since orthopedic children are so limited in movement, experience must be brought to them. Where normal children learn how houses and roads are built

by watching the actual construction, the crippled child must recreate these and many other life situations. The equipment of this new orthopedic school has been chosen with this idea in mind. While the regular grade course of study will be followed, methods of instruction must be varied considerably that the life of the orthopedic child may be as rich in experience as that of other children of his age.

It is expected that orthopedic children placed in this new building will have better opportunities for vocational as well as academic training than they have had in the past. With improvement in physical condition, many children should make useful citizens able to maintain themselves in society.

# School Book Famine

By WILLIAM McANDREW

AS the textbook goes, so goes Vermont — and every other state and territory. Here and there a wild and glad teacher warmed by a scornful training-school pedagogue to adventure in "nishtiv 'n' 'riginality," tries working from her own outlines. The children have to copy her words into notebooks. A lot is lost in the air between milady and the scribbling plodders. Then back they come to the textbook as the most complete and economical source of the best of our knowledge of the fundamental information, skills, and culture, such as belong to the educated man.

Yet the educational journals are now summing up reports from school people who complain that education has gone lame from lack of nutrition. The textbooks have worn out. Orders were withheld in the lean years. Torn and dirty volumes are in use everywhere. Moreover, so fast have changes come in science, history, geography, and even in the teaching of reading and arithmetic, that books of 1920, commonly in use in 1929, are reservoirs of error. A regiment of researchers and experimenters in the psychological laboratories of universities here and abroad have tested and tabulated the ways the mind works; and their statistically indisputable conclusion settles that a large number of heretofore accepted ways of going at a lesson waste time and damage minds.

Textbook writers are swift in getting the proved and improved ways into their new works and revised volumes. The traveling bookmen, whom publishers organize in classes and give lessons on demonstrating a book to schoolmasters, are the best educated salesmen extant. They have learned the futility of resisting a revised text of a rival publisher when it is threatening to push out their own outmoded book. They are scouts in the field, eagerly searching for authorial talent. Now, whenever you talk with one of these missionaries of learning, he tells you frankly of the plight of the nation's think works, struggling with tools that ought to be scrapped, of schools obliged to have two to six pupils using one book. Since the business upturn the schools have remained starved from lack of material for instruction; but even so there has never been a sufficient appropriation in most schools of the country for texts. By and large, the book cost before depression was only two per cent. of the school budget.

Relief from the crisis won't come from trustees. And though those who have the most complete knowledge of book famines at any time are publishers, a campaign by them for adequate textbook supply would be as spoofy as the florists' ballyhoo for Mother's Day.

The sufferers most injured of course are the children. They are not wise enough to know what is debilitating their schooling. Teachers are the next hardest hit. They and the school managers, principals, and superintendents know how to present the case to school boards, to Parent-Teacher Associations, and to local clubs. Following such a movement through to the end would give the participants a sort of education that is rich with surprises in happy contrast to school routine. There is good precedent for this, set by those who said to Pharoah, "There is no straw given to us and they say to us make brick: the fault is in thine own people."

No text gets more attention than the reading book. Nowadays it is swinging back toward the main purpose of the old McGuffey series. The early schoolmaster had a hunch that after reading something of the right sort we should feel, as the Scots say, "upliftit." Into the laboratories of the experimenters in education comes the echoing voice of an old, old love long dead, "McGuffey, McGuffey." These were the

(Continued on Page 285)

# Books and Bogey-Men

By GEORGE DEWEY LUNDBERG
Head of History Department, Senior High School
Framingham, Massachusetts

## *EDITORIAL NOTE*

The accompanying article, "Books and Bogey-Men," should be read with mind keenly alert to the distinction between facts and their interpretation and explanation. The writer's findings as to the amount of space accorded to certain vital topics in the social studies texts which he examined, will hardly be challenged. The reasons for such omissions or abbreviated treatments as he discovers will not be so easily identified.

Society, through its schools, is seeking to lift itself by its own bootstraps. Textbooks that step out too far in advance of the procession are not likely to be accepted by a public which is itself not yet educated up to looking reality in the face without prejudice. Textbooks do make many courageous advances. Yet they can go ahead only about so far or so fast as the general norm of public opinion will permit.

New texts are constantly being brought out in the social field, as in others. More and more do these new texts reflect the experience of the modern classroom in proving that many matters hitherto shunned can now be freely discussed in a spirit of open mindedness and impartial inquiry.

Authors and publishers of textbooks in this country may be depended upon to do their proper share in the forward movements of human society during the years ahead.

WITHIN the past fifteen years the Tennessee evolution trial, together with various minor situations of the same kind, not so widely publicized, turned the public mind toward liberalism in education. Biological science was then fighting for free speech. Nowadays much the same struggle is going on in the teaching field of the social studies—history and the correlated branches, textbook material being at present one bone of contention. Not everyone realizes why this should be so, although it is public opinion that determines to a large extent the use or omission of controversial topics from the recitation. As a teacher and supervisor, I believe that certain significant facts deserve to be suggested for the lay attention.

Several years ago a noticeable change in secondary education occurred when what had been called the History Department took the title of Social Science. Gradually the subject matters of history, economics, sociology, civics, problems of democracy, and geography have come to include features which place them in this new category, and gradually the emphasis in their teaching has shifted from a passive survey of *past* events and principles accepted as having had an influence on the present, toward a would-be participating interest in *current* happenings expected to have a bearing on the future. Theoretically this trend should have led straight to the able, participating citizenship and wholesome living which is our goal for the youth of the country. Actually we are all floundering in a sea of bewilderment filled with such reefs and man-eating sharks as political, social, and industrial democracy in their new aspects; socialism, communism, fascism, anarchism; capitalism, individualism, collectivism, and laissez-faire; wide-scale social and economic planning; nationalism and internationalism; pacifism and the peace movements.

Not only are the "isms" more than most of us can cope with intelligently, but a growing number of the functional relationships of men and nations unite to perplex and disturb us. Some of these, like crime and delinquency; causes of poverty; tariff and international trade; production and consumption; the business cycle; credit and banking; and the organization and management of business, are both long-standing and forward-looking—issues of a type constantly confronting every country, though in varying degrees, in its development as a nation. Not only are they firmly entrenched in the historical annals of the country, but they are of special significance in the light of the recent economic crisis and its accompanying remedial efforts.

Other objectives of this same general type deal with more specialized problems, or with general problems in a new or more specific way. Here we find managed currency; regulation of child labor; unemployment insurance; race relations; the problem of agriculture; distribution of income; public opinion and propaganda; and the causes, development, and results of war.

All of these are topics of current interest, and doubtless many of them will be voting issues by the time present high school students attain their majority. Boys and girls ought to leave school with a background of directed study upon

these topics concerning which they are already picking up scattered bits of information if they read the newspapers and other current periodicals at all. Nevertheless it is really true that there is an obvious reluctance among textbook writers to devote space to the interpretation of such issues as those outlined above, with the result that textbook information upon them is alarmingly meagre and disappointing.

In another connection during the past two years, I have investigated twenty-five social studies textbooks for their quantitative treatment of the thirty-two objectives just listed. All but two of the books were published during or since 1929 (the two exceptions in 1927 and 1928) and all were recommended by their publishing houses for successful use in secondary school classes. Following is a greatly condensed summary of the findings:—

Textbook authors are of course not wholly open to censure for the omissions shown by the above statistics, for local bias from lack of understanding sometimes flourishes the big stick. Leeway must also be allowed for the overlapping nature of most social studies objectives and the natural diversity of opinion among authors as to correct organization of subject-matter. In this survey, furthermore, no material was eligible for inclusion in the report unless it was clearly apparent that it had been written with the specific end in view of developing the objective under consideration—that is, unless it seemed to constitute a whole development in itself or an integral step in a whole development. Considerable valuable material had thus to be considered extraneous because of its aimless presentation, material which was wasted as far as our objectives were concerned, unless it fell by chance into the hands of a skilled teacher competent to *direct* the information toward the desired end.

These limitations notwithstanding, conclusions of considerable significance may be drawn from the charted findings. They show us that the textbooks designed primarily to fit our children for group living in a singularly unique and modern world are with some few exceptions non-purposive, biased by popular belief and by tradition, and out of touch with the best recent and current thought on national issues. They warn us that we are making a farce of the word Education by failing to admit the adjective Liberal before it. In any case, the following facts should give us something to think about.

1. Regardless of the close relationship existing in the modern world among the political, social, and industrial phases of life, the chart shows wide extremes of treatment on the three corresponding objectives, and in the case of social democracy a far from decisive idea as to just what *should* be presented as social democracy.

2. The four tremendously prominent governmental concepts in the day's news—socialism, communism, fascism, and anarchism—are practically unmentioned except in two volumes which combine in a unit treatment the study of socialism and communism. And this in spite of the fact that the textbooks examined have been published in an era of European dictatorships and American uncertainties, a period including the Soviet experiment and a distinct wavering of party boundaries.

3. The four equally important industrial concepts—capitalism, individualism, collectivism, and laissez-faire—fare little better. The very consistency of the brief space allotments and low

| Objective | Page Range (No.) | Page Range (%) | Average pp. (No.) | Average pp. (%) | Omissions (No. Books) |
|---|---|---|---|---|---|
| Political Democracy | 8 —300 | 1.5 —35.5 | 89 | 15.1 | 5 |
| Social Democracy | 11 —281 | 2.7 —62.4 | 109 | 19.8 | 13 |
| Industrial Democracy | 8 —348 | 1.8 —49.0 | 57 | 10.6 | 5 |
| Socialism | 1 — 67 | 0.1 — 8.1 | 12 | 1.6 | 2 |
| Communism | 1 — 67 | 0.1 — 8.1 | 8 | 1.2 | 7 |
| Fascism | 1 — 6 | 0.2 — 0.7 | 3 | 0.4 | 22 |
| Anarchism | ½— 10 | 0.01— 1.7 | 2 | 0.3 | 14 |
| Capitalism | ½— 18 | 0.06— 3.6 | 7 | 1.4 | 11 |
| Individualism | ½— 10 | 0.1 — 1.8 | 4 | 0.5 | 17 |
| Collectivism | 1 — 20 | 0.1 — 3.5 | 8 | 1.4 | 22 |
| Laissez-faire | ½— 10 | 0.06— 1.8 | 2 | 0.4 | 9 |
| Social (or Economic) Plan | 3 — 26 | 0.7 — 6.4 | 15 | 3.3 | 22 |
| Nationalism | 3 — 48 | 0.5 — 6.9 | 18 | 3.0 | 17 |
| Internationalism | 4 — 58 | 0.5 — 6.8 | 20 | 3.3 | 14 |
| Peace Movement | 2½— 30 | 0.5 — 3.5 | 14 | 2.2 | 16 |
| Crime and Delinquency | 2 — 42 | 0.2 — 9.9 | 18 | 3.8 | 12 |
| Tariff and International Trade | 3 — 59 | 0.5 — 9.6 | 21 | 3.8 | 8 |
| Causes of Poverty | 1 — 55 | 0.2 —10.1 | 18 | 4.0 | 11 |
| Production and Consumption | 6 —222 | 0.8 —44.6 | 97 | 18.1 | 11 |
| Business Cycle | 2 — 38 | 0.3 — 6.2 | 11 | 1.9 | 13 |
| Credit and Banking | 3 —107 | 0.6 —21.0 | 31 | 5.8 | 8 |
| Managed Currency | 6 — 50 | 0.7 — 8.1 | 28 | 5.2 | 23 |
| Regulation of Child Labor | ½— 30 | 0.1 — 6.4 | 5 | 0.9 | 5 |
| Unemployment Insurance | 1 — 6 | 0.1 — 1.2 | 3 | 0.5 | 10 |
| Race Relations | 2 — 32 | 0.6 — 7.1 | 19 | 4.1 | 17 |
| Org. and Bus. Management | 2 — 80 | 0.5 —19.7 | 31 | 5.8 | 7 |
| Problems of Agriculture | 2 — 59 | 0.4 —10.8 | 13 | 2.3 | 4 |
| Distribution of Income | 2 — 90 | 0.3 —18.1 | 50 | 9.5 | 12 |
| Public Opin. and Propaganda | ½— 19 | 0.1 — 3.3 | 8 | 1.6 | 15 |
| Causes of War | 14 — 58 | 1.6 — 6.8 | 43 | 5.5 | 21 |
| Development of War | 13 — 61 | 1.5 — 7.2 | 39 | 4.8 | 21 |
| Results of War | 15 — 38 | 3.1 — 4.6 | 27 | 3.6 | 20 |

percentages is alarming, for three of the movements have been the most influential ones in our history toward making the United States what it is industrially, and the fourth, collectivism, is undoubtedly a thought, if not an action, trend today.

4. Only three of the twenty-five textbooks mention wide-scale planning along social or economic lines, yet nineteen of the volumes were published in or since 1931, a period during which this subject received an enormous amount of attention from both the reading public and various governmental agencies.

5. Although the closely parallel treatments of nationalism and internationalism at first thought seem favorable, no material at all could be found under the heading Elimination of Race Prejudice. Only six books treated the more general topic Race Relations at any length, and on the whole a noticeable lack of organization prevailed upon the subject. Consciously or not, this gives an effect of insincerity to talk of international brotherhood and to courses on world history with a view to establishing understandings on international interdependence.

6. Though considerable material appeared concerning Peace Movements, economic textbooks were silent on the subject, and nothing at all was said by any textbook on Pacifism. Does this not mean that the derogatory sense in which the word *pacifist* has unthinkingly and provincially been used has been allowed to color the attitude of textbook writers on the term, and that with economic planning a possibility of our future national life (even though very few textbooks have anything to say upon the subject) and with nationalism and internationalism already receiving practically equal attention in those of the volumes that mention them at all, writers of economic textbooks have overlooked disarmament, peace movements, and similar topics as coming within their realm of subject-matter?

7. The very favorable statistics on the second group of objectives show a significant contrast between the adequate treatment accorded the old stand-by type of objective and the cautious avoidance practiced concerning the up-to-the-minute concepts with which present-day citizens are expected to show familiarity.

8. Important industrial and economic topics such as Managed Currency, Regulation of Child Labor, and Unemployment Insurance, all of which have leaped to prominence since the recent financial crisis, are given so limited a treatment either in page space or in the number of books which deal with them, that it is evident little or no account has been taken of their new emphasis. A similar topic, Distribution of Income, though given a promising amount of space by economics textbooks, goes practically unrecognized by Problems of Democracy and Social Problems textbooks, both of which would do well to look upon this subject in its relations to politics and group life.

9. With all the direct and indirect means now operating to influence public opinion and thereby effect action—commercial advertising, personal salesmanship, the press, the radio, the moving picture, political parties, peace and prohibition parties, various civic groups, honorary membership bodies, and the like—only six textbooks devote as much as ten pages or over to discussion on public opinion and propaganda, while four others give scattered information of from half a page to a page and a half on the topic. Nor is this material wholly designed to teach the student to guard against the subtle influences of propaganda as relating to his own life and decisions.

10. In the public mind, and to some extent in history textbooks, the subject of war has already passed through several changes of emphasis since our establishment as a nation, and all of them have been progressive. Military stress has given way to political, political to causal, and now causal is giving way to a practical consideration of the results of war. But this last change, though long in motion, is far more noticeable in general reading matter outside of textbooks than in textbooks themselves, regardless of the fact that the oncoming generation is the one which will probably decide the question of fighting or not fighting. In the four histories examined, all but one allot more space to causes than to development of war, which is commendable. Unfortunately, however, *only* one allots more space to results of war than to development. Furthermore, among all the twenty-one books outside the field of history, *one venturesome little Problems of Democracy textbook alone* indicates that the subject of war is on its list of appropriate material for subject-matter. Is there any reason why war, with all the governmental, social, and economic implications which we now realize it to have, should not have been included in every one of the textbooks under investigation?

No one book, of course, could be expected to cover adequately even the thirty-two objectives in this survey, to say nothing of the many others which could be added, and the valuable topics already incorporated under other headings in the textbooks. Any final solu-

tion involves not only a complete reorganization of the entire social studies field in both secondary and elementary schools, backed by authoritative opinion and advice from leading schoolmen and outstanding lay readers, but also necessitates the setting up of a definite standard for subject matter and space percentage treatment, to which textbooks should conform without too much standardization.

All the work and value of such a project, however, will go for naught if hindered by an out-moded public fear of heresy to come. Our sons and daughters deserve the compliment of our respect and trust.

# A Spelling Experiment

By MABEL L. COMSTOCK

Teacher in Grade II

Glen Ridge, New Jersey

SPELLING has interested me ever since I began teaching. Starting as I did, in a rural school and with no pedagogical training, I found it the most difficult of any subject taught in the primary grades. Yet it seemed that there must be some way by which children could learn to spell as naturally and logically as they learn to speak. My ambition was to find such a method.

A desire to write, as well as to read, appears in most children, seven and eight years of age—they try to write letters, short stories and notebooks. Therefore, this seems a logical time to help them gain experience in acceptable written forms, based on their speaking and reading vocabularies.

So I decided that the main objectives in my second grade class should be to have the children acquire a simple, fundamental vocabulary in writing, at the same time it was acquired in reading.

My efforts to have them do this led me through many methods. Among them: (1) Memorizing lists of words, (2) trial spelling, (3) sentence work, (4) story work, (5) learning words needed in units of work, (6) printing a class newspaper, (7) writing diaries.

The first method was quickly cast aside as it was neither natural nor logical. Children seven and eight years old do not learn spoken words by idle repetition. The second was equally illogical and just as uninteresting, though it had the advantage of not stressing words already learned.

The sentence and story methods were appealing to most children, and provided a drive for learning to spell, but both required an amount of formal drill which I was trying to avoid, remembering that learning the spoken word called for no such tedious and formal process.

The fifth and sixth methods offered a real incentive for written language, but demanded a vocabulary not yet acquired. Units of work and newspapers often call for a specialized vocabulary, rather than one based on fundamental needs. Studies show that specialized vocabularies follow the acquisition of basic every-day words.

Although none of these methods produced what I sought, they helped to reveal what was needed, namely—a desire to write—which infers an appealing subject within a child's experience; a form limited to what can be produced correctly; repetition, in order to establish the memory of accepted spelling and sentence structure; and an incentive to increase the limits of vocabulary and form.

In seeking a subject with a hundred per cent. appeal, I noted that each child was more interested in writing about himself than about anything else. So we decided to keep diaries. No mention of spelling was made. We merely discussed the usual form and purpose of diaries. Every child was interested, so, at least, the beginning was logical, as a need to write had been realized.

In order to limit the form to what could be produced correctly, I wrote on the board: (1) Date, (2) Day of week, (3) Weather. The children's statements about the three topics were written on the blackboard and copied. I called attention to the capitalization and punctuation. Their first diary efforts read as follows:—

"September 12, 1935.

"Today is Monday. It is a warm day. It is a sunny day."

Each day for about three weeks the same type of statement was written, varying only in date and weather. This furnished repetition in spelling, form and punctuation. Little mention was made of them, but as they were part of each writing experience, they became an unconscious habit. Within a few weeks children were writing

from memory, only referring to the blackboard copy in times of spelling anxiety, thus avoiding experience in mis-spelled words. Soon they began to substitute one word for another as "gloomy" for cloudy, "nice" for sunny.

In order to avoid any mistakes in his diary, each child was provided with a separate paper called his "word paper" on which he wrote any *new* word he desired to use. This was shown to me. If correct, he copied it. If incorrect, I helped him by sounds and syllables, to find and write the accepted form.

As their writing vocabulary increased, additional topics for their diaries were discussed, as—what they played at recess, what they did after school, what happened in the classroom. These topics were limited and carefully supervised, so they would fall *within the scope* of their writing abilities. They often read their diaries aloud, and we noted any particularly interesting subject, and any particularly pleasing sentence form. This not only gave the children great satisfaction, but was of value in raising the standard of their work.

When a writing vocabulary of about fifty words had been acquired the children wrote them in notebooks. All mis-spelled words were checked and corrected from blackboard copies. To supplement this written work, these fifty words were used in card games and spelling matches. A visitor observing the class on one of these occasions remarked that the children enjoyed learning to spell as much as they enjoyed painting and other activities.

When this fundamental vocabulary had been established, more individual diary statements were possible. With the need for more new words, the limits of form and vocabulary had to be extended. This was done in the same manner that the first fifty words had been acquired, in order to prevent the memorization of incorrect words or sentence forms.

In April the class was tested in 240 words taken from the Gates Spelling List, with the following results:—

| No. of Children | Words Misspelled | Words Spelled Correctly |
|---|---|---|
| 9 | 0 | 240 |
| 3 | 1 | 239 |
| 3 | 2 | 238 |
| 1 | 6 | 234 |
| 1 | 7 | 233 |

The following are samples of the best and the poorest diaries, written in May, 1936. The


## *Books in the Social Studies*

EVERYDAY PROBLEMS OF AMERICAN DEMOCRACY.
*Greenan and Meredith*

READINGS IN AMERICAN CITIZENSHIP. *Greenan*

VOCATIONS. THE WORLD'S WORK AND ITS WORKERS. *Proctor*

ECONOMICS FOR SECONDARY SCHOOLS. *Riley*

THE HISTORY OF THE UNITED STATES. *Guitteau*

THE CONSTITUTION OF THE UNITED STATES.
Its Origin, Meaning and Application. *Guitteau and Webster*

*Houghton Mifflin Company*

BOSTON NEW YORK CHICAGO ATLANTA DALLAS SAN FRANCISCO

words underlined are those misspelled on the *preliminary* work paper. Needed punctuation is indicated by a (*).

May 27, 1936.

"Today is Wednesday. The weather is very warm and sunny. This morning I brought some meat for my turtle. When the class went up to assembly the Glee Club sang some songs to us. Today we drew owls and heads.

"Billy."

"May 27, 1936

"Today is Wednesday. It is hot and nice. The *Glee Club* sang today* They sang very well. Today I made a boat.

"Marjorie."

I would not limit a natural and logical method in written language to diaries. But I think that the principles underlying diary writing are organic, for they stimulate in each child a desire to "write down" his thoughts, and provide limits so simple that approved forms can be achieved. The need for correct written language thus becomes as real to the seven and eight-year-old child, as did the need for accepted oral language to the two-year-old.

Nursery children try earnestly to acquire the speech sounds of their social groups. Primary school children will try just as earnestly to acquire written symbols for words, when a real "spelling" need is discovered.

# Integrated Personality Our Goal

By ELEANOR W. RAYNE
Elmer E. Lyon High School
Covington, Louisiana

*Revised curricula and a broad program of social activities are remaking this high school.*

LYON HIGH, located in a Louisiana town of thirty-five hundred people, has a teaching personnel of seventeen and a student body averaging four hundred and seventy-five. Of this enrollment approximately one hundred fifty live within walking distance of the school; the other pupils are transferred on busses, whose routes cover from two to twenty-two miles. Some of these transfer children walk over a mile to get to the school bus. Coming from homes of the typically underprivileged, living in the meagre environment of cut-over pine lands, they enjoy very few social advantages or cultural opportunities. The school system is unfortunately the 7-4 type, shortening as it does the usual eight years of preparatory work prior to high school entrance. Its courses include a general, an agricultural, a home economics and a commercial. The grammar or feeder schools of Lyon High vary from the two teacher to the town type with a faculty of fifteen. From these varying conditions of home, school and community Lyon High enrolls each year a freshman class of approximately one hundred forty-five. This beginning group offers a series of complicated and challenging problems to a faculty which is attempting to build up a philosophy of education founded upon the premise that the development of the integrated personality is the paramount concern of the school.

In the development of this philosophy, Lyon High is attempting to promote a wholesome social life for each pupil and is suggesting to its teachers class procedure based on the theory that the curriculum is a series of ever expanding situations and that in working through the areas of experiences arising from such situations, the pupil grows increasingly self-directive in his efforts to become a well balanced, socialized individual.

Two revisions have been made in the general arrangement of the school's operation. First, a social program for the year was set up in advance. This program includes an all-school Hallowe'en entertainment, an all-school Christmas banquet, an all-school Carnival ball, parade, and pageant, reminiscent of the early social tradition of Louisiana and modeled after the formal Mardi Gras balls of New Orleans, and an all-school stunt night in which individual talent of the more gifted students is given full play.

An explanation of one of these all-school entertainments may give some idea of the possibilities for group activity. This year's all-school carnival parade, ball, and pageant included, for instance: The choosing of a general theme, contacting the community clubs, the writing of the pageant, selecting and practicing of appropriate music, making posters and write-ups for advertising, the planning and making of costumes, keeping record of expenses and tabulating proceeds, directing its production and presentation, selecting of a king and queen and court through a well-ordered every-pupil election, decorating the gym where the court held

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Yonkers-on-Hudson, New York
14 Beacon Street, Boston

forth. The possibilities for activity groups to work through areas of experience in a situation like this are unlimited. The challenge is there; the interest is real and vital. The whole school swings into action for its production, drawing in the community to witness and share its final festivities.

In addition to these all-school activities other situations involving large scale activity by the pupils are: the library with its book lovers' club, the cafeteria with its special luncheons, twice-a-month student dances where both parents and children enjoy pleasurable evenings including floor shows produced by pupil talent, once-a-month all-school attendance at a good picture show sponsored by the local theatre, and a very elaborate commencement season involving as much of the community as possible in the course of its programs. Most vital among our schemes and one on which we are working intensively this year is a program of intramural athletic activities. This program proposes to set up a play hour once a week which will involve every member of the faculty and pupil group. Tangent to the social program is a guidance feature which is being tried out for the first time this year. In order that the principal be in contact with every boy and girl in school, her office is situated close to the reading room where everyone has the opportunity for conferences with her.

Our second and most daring venture is the one in curriculum revision which began three years ago, when the writer, under the leadership of Miss C. Mabel Smith of Teachers College, New York, wrote some suggested curriculum materials which called for a reorganization of freshman instruction and a revision of the philosophy of education on the part of the faculty.

The general plan as set up for the first year was that one hundred and ten pupils of the eighth grade were grouped into three divisions of approximately thirty-five each. The general themes of the materials were, "Feeding the Millions," "Clothing the Millions," and "Recreation for the Millions." The school cafeteria served as a laboratory and point of reference for "Feeding the Millions," the homes of the town and the school district for "Housing the Millions," and a square of ground owned by the school board for "Recreation for the Millions."

The most radical departure was in the fact that time lines and subject demarcations were broken down. Each group stayed with its leader teacher four hours every day and subjects as such were lost in the general themes. In the long run of the year, however, each group approximated the required 180 hours in the fields of English, general science, home economics, mathematics, commercial geography. The time of each day's procedure for that year approximated 20 minutes, testing; 30 minutes, teaching; 20 minutes, drill; 50 minutes, excursions, trips; and 120 minutes for activities involved in the themes. The leader teacher felt free to call into her work any other available teacher for specialized work.

The following year a group whose interest was in the field of music and its appreciation, centred their activities around the building up of a school band, another group centred their activities in the school shop and worked in the unit "Housing in America." A third group continued in the area of "Feeding and Clothing the Millions"; and a broad field unit, the curriculum materials for which were set up under the direction of Dr. Fred Alexander, Teachers College, was added. The theme was "World History." The group included twenty-five pupils from the tenth and eleventh grades, at least fifty per cent. of them being repeaters and considered as problem cases. These pupils at the end of the year were given two units in social science and two units in English. During the year their activities included current social-economic problems; they became intensely interested in this vital area of experience; they joined a newspaper current news essay writing contest and won it, receiving individual prizes of over two hundred dollars for themselves, glory to the school and the enthusiastic approval of the entire community.

This year's curriculum materials include for the eighth grade a group concerned with "Farm Life in a Scientific Age" under the leadership of the agricultural teacher; another, in "Business Life in Industrial America" under the leadership of the commercial teacher; two groups in "Feeding and Clothing and Housing the Millions." In the second year high, a group of twenty-five boys under the guidance of the agricultural teacher and one of the science teachers is working on "Farm Life in Industrial America." In the tenth grade "Changing Civilizations" challenges a group of thirty boys and girls. The last group stays with one teacher two hours. Their history problems originate in current topics; their English in essays, discussions, forums, and talks before assembly. They receive one unit in English and one unit in general history.

A follow up study of pupils who were in group work one year and entered subject curriculum the following showed that the grades assigned by the teachers of subjects were one mark higher on the average than the grades given to the same pupil the year before when he was in the unit organization. Other general advantages are found to be:—

1. Children are given individual attention; their weaknesses are defined and an earnest intelligent effort is made to build up the "whole boy" and the "whole girl."
2. The units of work organized around life situations afford a challenge that the formal class cannot give.
3. Teachers are increasingly more interested in pupils than in subject matter.
4. The building up of attitudes takes place to a far greater extent than in formal class work.
5. The teacher must plan in advance and think through large units of work. In doing this, the teacher feels responsibilty as a leader in acquiring that which is best in subject matter, philosophy and psychology.
6. The teacher feels responsible for the success or failure of each individual in her group.
7. Guidance as part of the whole educative process functions in all activities.
8. Both teacher and pupils can keep working on a problem until the work is completed.
9. Socially useful labor with all its concurrent good is a vital contribution of this type of activity.

A complete revision in the philosophy, in the conduct of group activity, and in the general atmosphere of the school has taken place. Most salutary has been the stimulating effect upon the teacher group; we seem to have found ourselves in our new way of doing things; discipline troubles have faded into insignificance; the pupil is becoming increasingly self-directive and responsible; our belief and hope are centred in the growing pupil; our faith and love revealed in the awakening of erstwhile dormant personalities. This change we believe has been brought about by the emphasis placed upon the welfare of each boy and each girl and to the breaking down of every barrier and restriction no matter how traditionally ingrained in the system which stands in the way of the development of the integrating personality as the paramount concern of the school.

## School Book Famine

(Continued from Page 276)

books that quietly stole into you and made you different.

It isn't necessary to "write down" for children. I remember a teacher who was wont to read the stories of Greek heroes to her class from the old, stately book of classical Dr. Smith. There was a noble stride to his style. The youngsters were so taken with these tales that the gentle lady got Hawthorne's Wonder Book, covering the same field, and tried that on them. The way the great Nathaniel had diluted the rations for tender stomachs failed to satisfy. The glory that was Greece was not in them.

In spite of the cleverness of the didactic grown person, there is an undertow in the minds of children, sweeping when unhindered. In it are mystery, imagination, nobility—the forces that were in the great writers when the whole race was young.

The educational world is sensing it. I have to review about forty school books a year. I am startled by the rebellion of textbook writers against the common tradition that the literature classroom must be, most of all, a workhouse. Teacher-writers in their prefaces are boldly urging: don't kill the appetite by tasks. Reading is for enjoyment and satisfaction. Literature is art and life, not a chore. Schools have educated readers never to want to see a classic again.

"If Romeo," commented Herbert Low of Erasmus Hall High School, Brooklyn, "had written of her character such an examination as schools ask, he would have fled from Juliet in disgust."—*Reprinted by permission, The Saturday Review of Literature.*

# All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School

Augusta, Maine

### *Our Co-operative High Spots*

THE financial report of our school fair came out today. The profit this year was almost $2,000. The name of our fair was taken from our school yell; it is called Chizzle Wizzle. I wrote an article about it several years ago in the Journal of Education.

Our school fair has been put on annually for forty-six years. It brings us in so much money for our various activities that we can pay our bills promptly. During the depression we had to make no serious curtailment in the things we do.

Chizzle Wizzle's chief benefit, however, is educational. A chance to appear on the program is offered to anyone who can do anything well. No other feature of our school gives such an opportunity for students to disclose and develop their talents.

I have in mind a boy who has bothered us so much with tardiness that we could hardly see any good in him. This fellow was put on the decorating committee. He was so diligent and efficient that he won high praise for what he accomplished. He now has a new interest in his school, and is co-operating in the matter of attendance.

The interest that the people of the community take in Chizzle Wizzle is remarkable. They fill our building on four successive nights. Parents, alumni, and everyone else who is not unavoidably detained, come to enjoy the merry-making of the boys and girls.

Traditionally the students themselves have full charge of Chizzle Wizzle. They decide the big questions relating to the fair. Teachers help the boys and girls in every way they can. This reversal of leadership and responsibility is most effective in bringing about goodwill and co-operation between faculty and students.

• •

### *Two Teacher Types*

"We must get into our schools teachers with pleasing personalities," I remarked to a fellow principal.

"I don't know about that," was the reply. "I have become discouraged about these modish, winsome young women who have come into our schools in such numbers in recent years. They often depend upon their personalities to get them by and make little attempt at real efficiency. They are apt to come to school in the morning languid on account of being out late the night before. They teach a short time and then get married; this makes the teacher turnover high."

"There is much to be said in favor of the old-fashioned, spinster schoolma'am," he continued. "She hasn't charms to use in covering up her weaknesses. She is ambitious to make good as she looks forward to a long teaching career and desires to get ahead in her work. She does not indulge in too much social life. In my opinion the typical, traditional schoolma'am is the bulwark of the profession."

I do not wholly agree with my friend, but there is food for thought in what he said.

# *Psychological Clinic*

*Conducted by* HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement, Boston Public Schools

**You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.**

**Dear Dr. Cummings:**

**I am principal of a high school with a total enrollment of 400 pupils in the freshman year. I wish to group this entering class into fast, regular, and slow-moving sections, and would appreciate your advice as to the kinds of tests to use to effect this grouping. I intend to give these tests early in September, and group my pupils at that time. Thank you for any help which you may give me in spreading my small budget allowance of $70 over this task. B. J. A.**

*Comment—*

I believe that the most satisfactory grouping is based on standardized test results. You will need to know first the intelligence rating of the individual pupils, and a group test of intelligence will give you this information. Achievement tests in the major subjects of the curriculum would be advisable, but since you state that your budget for purchasing tests is limited, I would advise a good standardized test in reading, for paragraph meaning and word meaning. Since reading is *the* tool subject, this test will help in ascertaining the pupil's ability to get the thought from the printed page, a requirement for success in any subject in the high school. I am sending to you the names of suitable tests in both these fields.

•

**Dear Dr. Cummings:**

**I have a little girl eleven years old who has recently been demoted to my sixth grade class. She seems to have the ability to do the required work but lacks confidence in her own ability. She has developed complexes, is nervous and self-conscious, and has lost all confidence in her power to do anything. Her mother says that A. never applies herself to any task despite much help and patience in the assignment of it. As the mother can do and does these things quicker and better than A. she regards herself as a total failure as the child's mother. The idea in returning A. to grade six was to restore the child's confidence in herself. A. has a bossy manner, and a loudness which seems an effort on her part to cover this inferiority complex. She enjoys playing with younger children because she can feel superior. What is your advice to me in regard to this child? Thank you. C. M. F.**

*Comment—*

You have already recognized in A. the symptoms and evidences of an inferiority complex and her tendency toward an introvertive attitude. It is apparent that she is maladjusted in her school work and in her social adjustment so that she is unable to make normal progress at home or in the school. Her bossy, rude manner is just one more evidence of her maladjustment. The facts indicate that: (1) A. has been spoiled in the home; and (2) that a complete physical examination is necessary. A group test will determine whether A. should remain in your grade or should be returned to grade 7. A.'s mother should be given advice on the training and care of the child. A psychiatric examination might be advisable as well.

•

**Dear Dr. Cummings:**

**I am principal of an elementary school in a large manufacturing city where I have the problem of retardation to meet and conquer. We have no kindergarten classes and our entrance age to grade one is five years and six months. So many of these children fail to learn the elements of reading that it is impossible to keep so great a number in grade one for a second year and we are thus forced to promote many of these failures. This causes more failure in the succeeding grades with consequent lowering of standards. My teachers have tried many different approaches to this reading problem but have been forced to conclude that the children are not ready to learn to read. From your experience can you suggest any tried and true remedies for this situation? P. A. J.**

*Comment—*

Ability to learn to read occurs with the maturing of certain functions. Evidently the majority of your first grade entrants are not ready physically, emotionally, or psychologically for first grade reading activities. This difficulty can be overcome (1) by raising the entrance age for grade one to at least six years, since many investigators of reading readiness agree that a mental age of six to six and one-half years is one requirement for success in reading. (2) Adjust the curriculum of grade one to the needs and capacities of the children entering at five years and six months. In order to do this successfully you will need to test all entrants for reading readiness, separating those with reading aptitude from those who need a background of information and experience, a desire to learn to read, and a freedom from language handicaps or other disabling factors.

In either one of these ways you can prevent at the outset the inception of reading difficulties, and place all your emphasis on the prevention rather than the correction of reading disabilities.

The News Digest
OF EDUCATION

## New Plan

### Puts Responsibility Directly on Teacher

AKRON, O.—A change in education methods here has fixed responsibility for student failures on the teacher rather than on the pupil. So Otis C. Hatton, assistant superintendent of schools, rather surprisingly announced recently. "It's a new aspect to our ever-changing teaching methods," Mr. Hatton declared. "Several years ago it was just the opposite. The youngster with the red mark on his report card was given all the blame. Now we feel that a good teacher should be able to maintain passing work among all normal students. If a youngster doesn't belong in the class, that is a different matter. He should then be placed in the proper class." Another transformation of school teaching methods has brought almost complete elimination of punishment as a means of maintaining discipline, he said. School principals no longer keep a birch rod or a ruler in one corner of the office. "Personality of school officials is what we depend on now," he added. "The teacher who is able to keep her students in the classroom interested in classroom work doesn't need to worry about using a stick."

## Activities on View

### Third Annual Exhibit Of Perth Amboy Schools

PERTH AMBOY, N. J.—A three-day exhibit of the work of the city's public schools was held beginning May 11. It was the third city-wide school exhibit under the direction of Superintendent William C. McGinnis. The exhibit was arranged by a committee of teachers and principals, with George Seaman, head of the Manual Arts Department of the high school, as general chairman. Each elementary school and the high school had displays totaling twenty-five booths and six hundred square feet of table space. There were demonstrations of school activities, including a puppet show, manual, industrial, fine and household arts, having, in their programs, experiments in liquid air, work in wood and metal, photography, printing with hand presses, modeling by students of the dresses of their own creation, the cooking of pies and cakes. The special booth devoted to the health education department showed actual charts and texts as used in the classrooms. Thousands of visitors, some from distant parts of the state, viewed the exhibit.

# Revision of Secondary School System Recommended to Meet Modern Needs

RICHMOND, Va.—America is confronted with the need for a widespread revision of its secondary school program, which at present is ill-adapted and ill-suited to 70 per cent. of the students, Dr. Homer P. Rainey, director of the American Youth Commission of the American Council of Education at Washington, told delegates to the forty-first annual convention of the National Congress of Parents and Teachers.

"Our country today is undertaking to give secondary education to virtually all youth, a thing never before attempted," he declared. "More youth are enrolled in secondary schools throughout the United States than all similar schools in all the nations of the world.

"Yet there is no relationship between the type of education given and the type of employment that these youths are going into. We have arrived at a time when we have to begin to think of a common school adapted to the needs of 100 per cent of our population."

The delegates meanwhile formally confirmed the elections of their nominating committee, and elected as president Mrs. J. K. Pettengill, of Detroit, graduate of Wellesley College, with Phi Beta Kappa rank and holder of numerous posts in the P. T. A. organization during more than twenty years of membership.

Mrs. Warren L. Mabrey, of Cape Girardeau, Mo., was elected secretary, and Dr. William T. Sanger, of Richmond, treasurer.

Motion pictures, parent education, P. T. A. methods, publications, physical education and the summer roundup were some of the other topics which were discussed by speakers in a series of conferences.

## To Make Survey

### State Board to Check Progressive Plan at Roslyn

ROSLYN, N. Y.—At a recent election of the members of the Board of Education those members who were supporting the activity program in the elementary schools were swept into office by a large vote, according to F. R. Wegner, superintendent of schools. The Board of Education, however, will go through with their original plan of inviting the New York State Board of Education to make a survey, so that an impartial evaluation of the objectives and methods of the schools may be made. "This is done," Superintendent Wegner declared, "as an educational service not only to this community, but to many of the communities and sections in the country who have visited the Roslyn schools and have patterned their procedures after them." Not long ago the Roslyn schools came into national prominence through a dispute that arose over the value of some of the progressive methods used in instructing the pupils.

## Marital Courses

### Fully 250 Colleges Now Have Lectures

CHAPEL HILL, N. C.—At present there are 250 colleges in the United States giving courses on various phases of married life, as well as 100 consultation centres. Pioneer in family life instruction is Dr. Ernest R. Groves, of the University of North Carolina. In 1927 he began teaching a course in preparation for marriage. Today it is the most popular elective course in the university. Men and women are taught separately. At the University of Southern California is Dr. Paul Popenoe, who favors mixed classes. Dr. Popenoe believes that a girl of twenty-five who aims at marriage had better not wait much longer; chances of being married after thirty grow slim. Professor Edward L. Conlon, of Loyola University, Chicago, points out the earmarks of true love: "exclusiveness, constancy, patience, consideration and self-sacrifice."

# Good Book Is Called "Best Pal" For Children During Vacation

NEW YORK.—The best pal a child can have on a long summer day is a book, according to Story Parade, the New York Herald Tribune, book publishers, book sellers, educators, and parents who participated in a meeting to launch the national celebration of children's book week recently.

Publishers were scolded a bit for their narrow-mindedness in getting out most of their children's books for Christmas sales. Parents came in for a bit of scolding in that they forget to give children books except in Christmas stockings. In fact everybody took part in the meeting except the children, and yet they came off best, for everyone agreed that children still like to read good books, that their taste is sound, and that they may be trusted to distinguish good from bad—if only adults give them an opportunity to own and read books.

Mrs. May Lamberton Becker of the newspaper staff urged that children be allowed to choose their own books. Miss Jean B. Meikle, of the Yonkers Department of Education, described how by appeals to associations and other community agencies she had built up a library for the schools.

Miss Jacqueline Overton, of the Children's Library, Westbury, N. Y., representing an institution at the opposite end of the scale, endowed and well-stocked with volumes, said children distinguish good from bad and turn from bad to good when they have an opportunity, and that they are seeking not merely stories but factual accounts of travel, nature and world interests. Dr. Jean Betzner, of Teachers College, Columbia University, urged that children be plentifully supplied with vacation reading.

## By Suggestion

### Finds Hypnotism Aids Students to Improve

CHARLOTTESVILLE, Va.—Hypnotism has been found capable of improving the average grades of students from 2 to 16 points, Dr. D. M. Allan said recently. The Hampden-Sydney College psychologist told the Virginia Academy of Science that he had stimulated a large group of college students to better mental efforts by suggestions spoken while they were in the hypnotic state. The experiment has been tried on sixty-two volunteer subjects in five years, Dr. Allan said, and improved the marks of all but five, who could not be hynotized. The least improvement, he added, was made by those who were put into a condition of drowsiness and the greatest improvement by those who were put into a somnambulistic sleep in which they were able to walk.

## Salaries Paid

### Mayor Gillis Avoids New Criminal Trial

NEWBURYPORT, Mass.—Threatened with a second criminal prosecution for non-payment of wages, Mayor Andrew J. Gillis recently authorized total payments of $750 to Charles R. Thibadeau, superintendent of schools, and Miss Alma Porter, high school physical director, for back wages. It was the first money Miss Porter received since she entered the department in February. The most recent payroll was authorized the day before, after a week's delay, when the mayor approved payments to all but Thibadeau and Miss Porter. Previously Mayor Gillis was fined $20 when he was found guilty of non-payment of wages, and was cautioned that a repetition of his action would be more severely punished.

## Alter Honored

### Veteran Educator Resigns as Principal

ROME, N. Y.—Harvey E. Alter recently resigned as principal of Thomas Street School after seventeen years of service in the Rome public school system. The resignation, accepted by the Board of Education with regret, terminates a teaching career of more than forty-eight years in the State of New York. Mr. Alter made known that a major part of his library, containing one of the finest teachers' professional libraries in the state and consisting of more than 1,000 books on elementary education, yearbooks, bulletins, and pamphlets, will be presented to the City of Rome when he retires at the end of the school term. Mr. Alter is a life member of the National Education Association and holds charter memberships in numerous other educational organizations.

## Dr Williams Picked

### Will Head Harvard's School of Administration

CAMBRIDGE, Mass.—Dr. John H. Williams, Nathaniel Ropes Professor of Political Economy at Harvard and vice-president of the Federal Reserve Bank of New York, has been appointed dean of the new Harvard Graduate School of Public Administration and will take office next September. Dr. Harald M. Westergaard, Gordon McKay professor of civil engineering at Harvard, was also named to a deanship. He will become dean of Harvard Graduate School of Engineering next September, and will continue to teach at the school. Dr. Williams will head the school founded by the gift of $2,000,000 by Lucius N. Littauer, of New York, and which is still being organized. It will open in the fall of 1938, with a small, select student body. Dr. Williams has been a member of the Harvard economics faculty continuously since 1921.

## Preference

### Plump and Blue-eyed Girl Students Liked

LEXINGTON, Ky.—They like girls plump and blue-eyed at the University of Kentucky. Dr. Jesse E. Adams, of the College of Education, canvassed the male students and from his findings presents a composite of what the men at Kentucky want in a girl. It reads: Height, 5 feet 5 inches; weight, 125 pounds; hair, brown; eyes, blue; complexion, fair. In addition, their "dream girl" must be musical and have some literary sense and—yes, this is right—"some public speaking ability."

## Lone Male

### One Man Taking Marital Course

SEATTLE, Wash.—The University of Washington's marriage course, "social factors," has attracted twenty girls to the class, but only one man.

## Writes Way

### Pays Tuition With "Pulp" Magazine Stories

SYRACUSE, N. Y.—"Jack Starke," the pen name chosen by a Fine Arts junior student at Syracuse University, earns his college tuition by writing blood and thunder stories for "pulp" magazines, reports Stanley Hyman, in The Daily Orange, university newspaper. The young writer refused to give his real name, because he doesn't think the professors of his writing courses would like the idea very much. "It took me two years to sell my first story," he said, "and in that time I accumulated a neat collection of multi-colored rejection slips. After I caught on, I had no trouble. I always put happy endings on my stories, too, because I find that they sell better. The pulp public is quite old-fashioned, and still likes its villains in fur coats and mustaches. They don't care how bloody the story is, as long as it ends in a clinch."

## Reports Spending

### Average Cost Per Pupil Placed at $73.58

WASHINGTON. — Spending, in 1934, $137.69 per pupil in education, New York State had the highest average cost in the country, according to a report issued to the Secretary of the Interior, Harold L. Ickes. Lowest average cost was in Mississippi, $24.50. The average for the entire country was $73.58. Nearest average was Wisconsin, spending $74.87 per pupil during the year. Of the 26,000,000 school children in the United States, nearly 10,000,000 attended the schools of six states. Kindergarten enrollment dropped 16.8 per cent. between 1932 and 1934, but there was a large increase in second-year high school enrollments and in the number of students taking post-graduate high school courses. About 57 per cent. of the 242,929 school buildings in 1934 were classified as "one room." Percentage painted red was not indicated. Thirty-three states increased their contribution to the cost of school systems, paying 23.4 per cent. of the total cost, with local funds making up the balance.

## Overdone

### "Too Much Heroism" In Self-aiding Students

AMHERST, Mass.—"There is too much heroism attached to the student who works his way through college today," according to Dean William L. Machmer, of Massachusetts State College. The dean said that the colleges were at least partly responsible, inasmuch as they admitted many students whose financial condition clearly indicated that they would be "too much taken up with earning money" while at college. He added: "Every effort must be made to obtain loans for needy students of ability rather than deny them the privilege of carrying their education through college."

## Movies Help

### Teaching By Film Hastens Progress

LOS ANGELES, California.—Cinematography, a 20th century tool of teaching, is making satisfactory headway in California in the subject of home economics, one of the fields included in the state program of visual education. "A Little Lesson in Courtesy" has been shown daily to groups varying in size from 15 to 1,500 over a period of three years. This $22 production, one of many on home economics, has received its wide circulation through inexpensive reprints of the reels. In fifteen minutes it depicts the consumption of a three-course meal by a family at breakfast, inferring possibilities of improving table manners and other social graces on the part of children toward their parents. "To cover the same amount of material with the same group of students by the regular teaching methods would require many days and would involve the setting up of equipment daily and the use of expensive equipment not usually available to schools," declares Mrs. Ivalou Samis, home economics teacher at Stevenson Junior High School, in a radio cast interview with Mrs. Leo B. Hedges, motion picture chairman of the Tenth District California Congress of Parents and Teachers.

## Walk-Out

### School Strike Rocks Jones Point

JONES POINT, N. Y.—The entire student body of this Hudson River community—eleven youngsters ranging in age from seven years to twelve—went on strike recently against the impending dismissal of their attractive twenty-four-year-old teacher and picketed the home and place of business of the one-man Board of Education. The strike, which apparently was supported by the mothers, was decided on when Mr. Lent, who was re-elected at a meeting of school taxpayers in the one-room white clapboard schoolhouse, announced that Miss Catherine Tallman, of Nyack, would not be re-engaged for next year. She has been the teacher for two years.

## Teachers Meet

### History Stressed At School Session

NEW BRUNSWICK, N. J. — The nineteenth annual New Jersey State Secondary School Conference at Rutgers University closed its two-day session with twenty-two sectional meetings for 2,000 high school teachers, department heads and principals. The New Jersey School Library Association heard Dr. A. L. Johnson, Union County Superintendent of Schools, make a plea for further study by school children of local, county, and State history. "So little of the history of the State has been published by the State," Dr. Johnson said. "It is going to be one of the objectives of the libraries of this State to bear down on the Legislature to have the State publish historical studies threatened with extinction."

## Official Language

### Romansch Seeks Formal Adoption

GENEVA.—Pressure is being applied in Switzerland to make Romansch an official fourth language. Romansch, spoken by some 40,000 persons, closely resembles its parent tongue, Latin. It has been announced that by the end of the year Swiss citizens may be asked to vote on the question.

# 1,178 Schools Are Child Hazards; Would Cost $177,546,056 to Fix

WASHINGTON.—There are 1,178 unsafe school buildings in the United States and its dependencies, according to a report of the Federal Administration of Public Works submitted to the Senate by Secretary Ickes.

Of this number, 501 were listed as fire hazards, 437 as so overcrowded that a definite "panic hazard" exists, and others as structurally unsound, or so deficient in sanitation and ventilation as to be a menace to the health of the children attending them.

The Ickes report, which lists only schools for which applications for funds to eliminate hazards to the lives of pupils and students are pending before the PWA, was in response to a Senate resolution passed after the New London, Texas, explosion in which hundreds of school children lost their lives.

To make these buildings safe, or if that be impossible, to build new ones, will require $177,546,056, Mr. Ickes said. Removal of the "fire hazard" would require $74,199,398, while $76,567,382 would be needed to eliminate the "health and panic hazard" due to overcrowding.

Of the "unsafe" schools listed, sixty are in New York State. The work necessary to eliminate the hazards in New York State will cost $21,929,539. There are well over thirty such schools in New Jersey involving a repair cost of $9,194,372. Forty-seven New England communities are mentioned in the report with twenty-two of the applications, involving twenty-one communities, from Massachusetts, nine from Connecticut, six from Rhode Island, five from Vermont, and three each from New Hampshire and Maine. They involve PWA grants totaling $4,792,618 and an aggregate estimated cost of $10,651,927.

# The Larger the School the Higher The Average of Academic Merit

STATE COLLEGE, Penn.—Graduates of large high schools are better prepared to enter college than those from small schools, according to two studies recently made in Pennsylvania and analyzed by William S. Hoffman, of Pennsylvania State College.

Boys and girls who have won competitive State scholarships, Dr. Lester K. Ade, Superintendent of Public Instruction for Pennsylvania, has found, rank in order of academic merit according to the size of their graduating classes. Candidates from large schools made higher scores in the qualifying examination. From an average score of 277 made by candidates from the smallest schools, the grades ranged steadily upward to 350, the average score of pupils from schools with a thousand or more students.

Analysis of the records of high school graduates admitted to Pennsylvania State College without examination seems to give similar conclusions. At the State College all high schools are entitled to have the upper two-fifths of the graduating class admitted on certificate until such time as the records of their graduates as freshmen necessitate the curtailment of the privilege or its extension to a larger proportion of the class.

No school with an enrollment of at least 2,000 has lost its entire certification privilege. Of the fifty-six schools which have lost the privilege, forty-six have fewer than 500 students; more than one-half have enrollments under 200.

On the basis of these same records, however, the very best schools are not the largest ones, since the two schools at which the entire graduating class is eligible for admission without examination, Columbia High School and Central of Scranton, have enrollments of 606 and 1,820 respectively. The very best individual students at the college do not come from any one size of school.

# Analyst Report

### Criticizes Teaching Of Social Sciences

NEW YORK.—High school teachers of the social sciences, who are being urged constantly to train future citizens to deal with the complex issues of modern society, are ill-equipped for the task, according to a survey of 1,330 teachers made by Lawrence J. Tidrick, analyst, in New York State. The study recorded the teachers' experience, training and reading habits, and measured their attitudes on eighty-eight public questions. "One of the outstanding deficiencies revealed," Mr. Tidrick said, "is a lack of reading on current topics. The teachers, as a group, are generally conservative in their attitudes. In other words, these teachers tend to be satisfied with the status quo in social, economic and political matters, and are generally inclined to accept the traditional, stereotyped viewpoint. Many teachers possess neither attitudes nor information on practically all the current topics on which they were questioned. Teachers in large schools are more liberal, more consistent, and less dogmatic than teachers in small schools. In both large and small schools, however, there is a definite and positive relationship between conservatism, dogmatism, and inconsistency."

# Rewarded

### "College Grandmother" To Get Columbia Degree

NEW YORK.—Columbia's "college grandmother," who has seen that her three brothers, three sisters, and two children got college degrees, is going to pick up one for herself this year. The master of arts that Mrs. Rose A. Cahan will receive from Nicholas Murray Butler will be, in fact, her second degree. She received a bachelor of science degree from Teachers College in 1931. Mrs. Cahan came here from Austria thirty-five years ago. She attended a night settlement school, worked in East Side factories and helped her brothers and sisters start their education. But it was only after her marriage to Solomon Cahan that she thought about going to college herself.

# Three Pairs

### Problem in Twins Confronts Teacher

WALTHAM, Mass. — Miss Ethel Spencer, kindergarten teacher at the Jonathan Bright School, found herself a bit confused because of three sets of twins that came to her classes this past term. The initials of each set are identical, but part of her worries were reduced by the fact that one set is "mixed"—a boy and a girl. The other two sets, however, are not "mixed" and dress identically. The children are Beverly and Barbara Merklee, Beth and Bert Hubley, and Robert and Richard Sullivan.

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## Community Centre

### New High School Completed by WPA

BROOKLYN, N. Y.—The William J. Gaynor Junior High School, described by Arthur S. Tuttle, State WPA director, as the only one of its kind in the world, was dedicated recently. It is the first unit of the nearly finished $12,000,000 Williamsburgh housing project. The school, built at a cost of $1,500,000 to serve 3,700 pupils, is located at Graham avenue and Stagg street, Brooklyn. "This institution is equipped to meet the educational and social needs of the 5,000 residents of the section, from Kindergarten to the adult population," Mr. Tuttle said. "In it there will centre many of the neighborhood's activities. Evening school for adults will supplement the daily program. Upon the faculty and students of this school rests the grave responsibility of making the housing development as a whole a success," he said.

## I. Q. Tests

### London Board Member Concocts Examination

LONDON.—"If the letters in the word 'nor' are in the same order as they are in the alphabet, write the number which is less than five by the number of letters in the word 'and.' If not, write the number one." This is not a problem to be solved by Professor Einstein, the British Astronomer Royal or the Cambridge Senior Wrangler. It is merely one of the tests devised by a member of the London School Board, which, with the others, "every schoolboy of the age of ten should be able to answer," he declares. His scheme, he adds, is to make mentally phlegmatic children think. Here is another: "One of the numbers in the following series is wrong: what should it be?—6, 7, 11, 15, 16, 20, 23, 25, 29, 33." The answer is 23. The figure should be 24. Why, one scholar of Oxford, one graduate of London, one ex-undergraduate of Harvard and of Oxford, one ex-undergraduate of Birmingham in The News Chronicle Office in London have been unable to determine. The higher intelligence of the editorial staff, the paper reports, has just divined that the series consists of adding one, then four, then four again, then one, and so forth.

## Seek Security

### Teachers Request Certainty in Work

BOSTON.—Refusing union organization and backing, the Boston Junior Elementary Teachers' Club, composed of 368 teachers graduated from Boston Teachers College from four to ten years ago, laid before Superintendent Arthur L. Gould, of Boston public schools, a request for job protection. The club voted to refuse union offers to organize, and to present their request to the authorities as an individual organization without reactionary measures. The petition asks that new permanent positions be named in grades one to four, known as "junior elementary assistants," which would remove from temporary teaching lists certain teachers, who would thereby be granted pension privileges, a status not now existent.

## Sees Menace

### Federal Subsidies Held School Peril

WASHINGTON. — Warnings of possible dictatorship and regimentation if schools and colleges do not meet their responsibilities were sounded at the opening session of the annual meeting of the American Council on Education. Cautioning against political control of education resulting from State and Federal subsidies for higher education, Alexander G. Ruthven, president of the University of Michigan, asked for a Congressional investigation of lobbies which back such subsidy programs. "The real threat to academic freedom at this time is to be found," Dr. Ruthven said, "in the first instance, within rather than without our institutions; in the inability of educators to appreciate their responsibilities for leadership; in institutional isolation; in the spreading of the blight of political control, and in the strings attached to the easy money of Federal subsidies."

## Child Behavior

### Actions of Youth No Worse Than Formerly

LOS ANGELES, Calif.—The common complaint that the children of today are less well-behaved than were those of the previous generation is not substantiated by definite evidence, according to Dr. J. Harold Williams, professor of education and dean of the Summer session on the Los Angeles campus of the University of California. Dr. Williams says it is not known whether misbehavior in children is increasing or decreasing. "Statistics of juvenile arrests and probation activities throw little light on this problem," Dr. Williams said, "because changing procedures and unstandardized terminology have rendered difficult the comparison of data for different localities, or even for different years in the same locality. While it is not unlikely that the increasing complexities of life have contributed to delinquency by giving rise to more varied opportunities for unsocial behavior, there has been increased diligence on the part of all agencies concerned with treatment and prevention."

## Keep School

### Lone Pupil Comprises Full Student Body

WILLIAMSON, N. Y.—Five-year-old Miriam Cole is going to keep right on learning her three R's as the only pupil in the Town Line District School. Voters of the district recently defeated by 27 to 12 a proposal to abolish the school and send the students in the district by bus to the central school in this village. The thirteen other pupils in the district now go to the central school. The exception is the daughter of Mr. and Mrs. A. C. Cole. The girl's father campaigned vigorously for the right to send his daughter to the nearby district school, where she could come home for lunch. Mr. Cole was elected a school trustee.


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# Pupils Had to Stand Straight In Dwight School 1887 Class

BOSTON.—A mellowed, gray-haired man recalled recently Boston schooling of fifty years ago.

No such sanitary drinking apparatus as a "bubbler" lingers in the memory of George F. S. Pearce, of Wollaston, graduate in 1887 of the Dwight School on West Springfield street, Boston.

"In those days there used to hang a heavy iron drinking cup, attached to a strong brass chain over a sink with no enamel, just outside the classroom door," Mr. Pearce said. Smilingly, he added, "And this one cup was used by the entire class."

Mr. Pearce is soon to observe the golden anniversary of his graduation in a reunion with the other members of his class. There were fifty-five of them, and he listed them by name, and alphabetically at that.

"Jimmie Page was master then," Mr. Pearce continues. "He was a great master and a great man. As I remember him he would appear at the classroom door, straight as an arrow, wearing a Prince Albert coat, gray striped trousers, the fingers of his right hand resting for a moment on his clean-shaven upper lip, his snow-white, square-cut beard flowing over his stand-up collar and black string tie."

Perhaps the lessons he learned best, or at least remembers most vividly, were the lessons taught by Jimmie Page, who, Mr. Pearce says, "taught the boys not only the three R's, but how to stand straight, hands out of pockets, heads up, and no slouching."

## Want Courses

### Plea Made to Save Two Collegiate Centres

WHITE PLAINS, N. Y.—Petitions urging the State Department of Education and the Works Progress Administration to continue the two collegiate centres in Westchester County for at least another year were circulated by students when the Better Homes Exposition was held at the County Centre here. The students and their parents were assigned to a booth at the exposition with the purpose of convincing visitors, who may not have been familiar with the work of the collegiate centres in Yonkers and White Plains, that the courses should be continued for the benefit of high school graduates who are unable to attend large universities. At the institution in White Plains it was explained by faculty members that the State Department of Education had ordered the instructors not to participate in any movement to have the collegiate centres continued. The institutions were opened three years ago. They will be closed June 18 unless new appropriations are made.

## World Affairs

### International Relations To Meet at Wellesley

BOSTON.—The sixth New England Institute of International Relations will be held on the Wellesley College campus, June 29 to July 9. The general theme of this year's conference will be "America's Part in Easing World Tensions." Sponsored by the American Friends Service Committee in co-operation with the Congregational Council for Social Action, the Institute is nonsectarian and is open to any one interested in the constructive study of vital world problems of today. It is particularly planned for men and women concerned in developing effective types of community education in world affairs in clubs, churches, colleges, and schools. Faculty is international in character. Detailed information about the Institute may be secured from George A. Selleck, executive secretary of the Society of Friends, 120 Boylston street, Boston.

## Less Illiteracy

### Federal Courses Teach 700,000

WASHINGTON. — FERA and WPA classes have reduced illiteracy in the United States by at least one-sixth in the past four years, according to Harry L. Hopkins, WPA Administrator. He estimated that approximately 700,000 adults have been taught to read and write under the relief-education program. The 1930 census showed 4,250,000 adult illiterates in the nation. A report on enrollment in literacy classes for March made by Dr. L. R. Alderman, director of WPA's education division, showed 241,048 men and women enrolled in 22,779 literacy classes with 5,785 teachers engaged in their instruction. Texas led the rest of the states, with 18,561 enrolled. Pennsylvania was next in line with 17,607. New York City reported 17,999 enrolled. Dr. Alderman estimated that the literacy program had cost the Government approximately $20,000,000 in the last four years but that annual wages of the people who had been taught to read and write had increased more than $100,000,000.

## Group Picked

### 3 in R. I. to Study Religion in Schools

PROVIDENCE, R. I. — A three-member committee representing the Protestant, Catholic, and Jewish faiths has been appointed by State Director of Education James F. Rockett to study the subject of religious instruction in public schools of the State. He designated Rev. Thomas V. Cassidy, director of parochial schools in the Roman Catholic diocese of Providence; Rev. Charles H. Temple, pastor of the Church of the Transfiguration, Edgewood, and educational director of the Rhode Island Council of Churches, and Rabbi Israel Goldman, of Temple Emanuel, Providence.

## Resolution

### War Study in Schools Opposed by Baptists

PHILADELPHIA. — The Northern Baptist Association voted unanimously against compulsory military training in all schools. The 5,000 delegates greeted with applause the report of the committee on exemption from military service, which recommended the action. The report included schools assisted by the Government. "It is as clear an issue of religious liberty as America has ever had," said the Rev. Frank W. Padelford, of Boston, chairman of the committee. "It is one in which the struggle between democracy and fascism is epitomized." The committee said substitution of such subjects as international law, history of arbitration and diplomacy "would make far more valuable citizens than compulsory military training."

## Change Jobs

### Pearson to Rockford; Ankenbrand to Yonkers

ROCKFORD, Ill.—Irving F. Pearson, county superintendent of schools for Winnebago county for the past ten years, has been named by the Board of Education superintendent of the Rockford public schools. He succeeds Dr. W. W. Ankenbrand, who relinquishes the office on August 15 to assume the superintendency of schools at Yonkers, N. Y. Mr. Pearson holds the Master of Science in Education degree from Northwestern University, and has completed an additional year's graduate work toward the degree of Doctor of Philosophy in the same institution.

# Book Reviews

## Improved Spellers

ACTIVITY SPELLER. Grades Two to Six. By Horace Mann Buckley, Assistant Superintendent of Schools, Cleveland, and Margaret L. White, General Supervisor, Elementary Schools, Cleveland. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

These "Activity Spellers" succeed in making the mastery of spelling a rather challenging task. Pupils are introduced to a limited number of new words each week. They meet these words through seeing them, hearing them, speaking them, and writing them. They waste little time with the ones they find easy. Only the ones that are stumbling blocks are given special study.

The use of words in a variety of activities is an effective feature of this series, five little volumes of which—for grades two to six—are now off the press.

A basic list of some 4,000 words, plus an honor list of over 2,000, has been carefully chosen and presented in order of need and difficulty. The work is arranged in weekly units, with provision for testing, reviews and more reviews, and charting each individual's progress.

The acquisition of the spelling art is here treated as the individual problem it ever must be.

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## Elementary Social Science

MAN AND HIS CHANGING SOCIETY. By Harold Rugg, Teachers College, Columbia University, and Louise Krueger, The Dalton School, New York. Vol. I., The First Book of the Earth; Vol. II, Nature Peoples; Vol. III, Communities of Men; Vol. IV, Peoples and Countries; Vol. V, The Building of America; Vol. VI, The Story of Man at Work; Vol. VII, The Arts of Man; Vol. VIII, Mankind Throughout the Ages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco, London: Ginn and Company.

Bringing the child to closer grips with his human environment is a task that throws its gauntlet at the feet of every educator. No wonder, then, that an assured welcome awaited the series of eight volumes titled "Man and His Changing Society," prepared under the editorship of Harold Rugg. The series makes available an abundance of fresh material, presented in orderly fashion for pupils in grades three to six, inclusive. There are two books for each of the four years—books that are more or less interchangeable as to grades, and not so closely interconnected as to require that all of them be used where funds or time are limited.

The success of mankind in overcoming natural obstacles; his different ways of adapting himself to geographic conditions; his development of social institutions; his achievements in architecture, art and literature; his working out of the many hundred problems arising from his physical universe and his relations with his human neighbors; his partial realization of his hopes and dreams—all these have been woven into these refreshingly informative books—books that unlock new worlds of understanding; books that dare to break down walls between adjacent fields of knowledge.

Pupils exposed to such a series over a four-year period can scarcely fail to come away better oriented to the world in which they must sooner or later enter. Isolation is dispelled and an attitude of intelligent interest in one's fellow humans is encouraged by this important series.

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## Addressing an Audience

EASE IN SPEECH. By Margaret Painter, Modesto, California. Boston, New York, Chicago, Atlanta, San Francisco, Dallas, London: D. C. Heath and Company.

The title, "Ease in Speech," suggests what everybody would like to have, yet how few really do possess it!

Ease in speech may cost innumerable hours of hard work to acquire. Usually what seems ease in a speaker is merely a gift of making the audience feel at ease.

No—ease of speech is not easy to attain. But the process of mastery is simplified when one may have as guide so human, so wise, and so stimulating a manual as that which Margaret Painter has provided. Her ability to select essentials and to impress them upon the learner is a marked feature of this book.

She is not trying to train mere parrots. Her book is not a collection of ready-made "pieces" to be recited under the name of oratory or elocution. Her purpose is far more practical than this—namely, to help young people to frame and express their own ideas—convincingly, impressively or entertainingly, as the occasion may require.

Our schools owe it to their pupils to give them whatever ease in speech can be imparted by capable teachers, abundant practice, and a suitable textbook such as Margaret Painter's new and attractive volume seems to offer.

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## Backgrounds of Our Era

THE MAKING OF AMERICAN CIVILIZATION. By Charles A. and Mary R. Beard. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

"What has this to do with today or tomorrow?" Such is the query that may well be put to every statement of a history text designed for use in modern schools.

Charles and Mary Beard have evidently met that challenge in their preparation of "The Making of American Civilization." It is written in chronological sequence like most other histories. But it manifests on every page an interest in the living present, to which the past is but a background.

Told in straightforward, graphic style, this account of political, economic and cultural development and of existing trends, currents and situations in the United States seems unusually fair in its analyses and judgments. It really opens up the Why of what we have and are as a nation in this twentieth century.

The Beards have succeeded in giving not merely a panorama of events but a key to understanding what the events mean to all of us.

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## Teacher's Place and Function

THE TEACHER AND SOCIETY. The First Year Book of the John Dewey Society. New York and London: D. Appleton-Century Company, Inc.

Rarely has a book of composite authorship been so well articulated as this volume, "The Teacher and Society," which Dr. Kilpatrick has edited. It is, moreover, the sort of thoughtful, constructive and forward looking treatment one would expect from the group of educational leaders who comprised its authorship.

In this volume are considered the social aim of American education and the hindrances to its attainment by teachers; the teacher as a person; the teacher at work; the teacher and the school system; the teacher's economic status, social attitudes and information; the teacher and the community; freedom of teaching; the profession as a functional group; and the preparation of teachers.

The expression of various viewpoints on so many vitally important topics tending to define the place and service of the teacher in the development of American life and institutions, constitutes an invaluable contribution to social progress.

# DIRECTORY

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## Learn to Drive

### Prospective Motorists Taught in High School

CHICAGO.—More than 9,000 boys fifteen to seventeen years old will have to show they drive automobiles properly before they graduate from Lane Technical High School here. Compulsory lessons will see to that. William P. Sears, the instructor, has mapped a three-step course. It covers classroom instruction in traffic regulations and theoretical safety, puts a boy into a dummy automobile, where he learns what to do under actual driving conditions, and then takes him onto the school's $25,000 course, where he demonstrates in a real automobile. The dummies are cars police had consigned to the junk pile. They have been stripped of everything but front seat, gear shift, steering wheel, clutch, and brake pedals. The working parts are wired to 180 colored lights. Motion pictures of driving conditions are flashed before the pupils. The boys "drive into the picture" and soon learn how to avoid errors.

## Best Speller

### Louisville Girl Wins Championship

WASHINGTON. — The correct spelling of "plebeian," pertaining to the common people, gave Waneeta Beckley, fourteen-year-old Louisville, Ky., girl, the national spelling championship and $500 recently. Waneeta spelled the word correctly after her finalist opponent, Betty Grunstra, Clifton, N. J., girl, spelled it "plebean." Waneeta then spelled "promiscuous" for good measure and was declared winner of the contest, which is sponsored by daily newspapers in the nation's elementary and junior high schools. Before Betty was spelled down, the last four contestants eliminated, and the words they misspelled were: Angelo Mangieri, Jersey City, N. J., receptacle (receptical); Anthony Scheidler, Millhousen, Ind., lineaments (liniaments); Freda Hamilton, Westbrook, Maine, olfactory (ulfactory); Trygve Tholfsen, Bellmore, N. Y., aphorism (aferism). Other prizes are second, $300; third, $100; fourth to eleventh, $74 each, and twelfth to sixteenth, $50 each.

## New Building

### Norwell School Now Being Used

NORWELL, Mass.—The new Norwell High School building on Main street has opened for school sessions. The new building, costing approximately $150,000 to build, is a three-story structure and is located well back from the street on an elevation. The new high school replaces the old high school building, which was destroyed by fire in December, 1934. Since that time the pupils of the school have been transported to the Hanover High School, attending sessions in the afternoons.

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# *Grins Between Grinds*

### Reversed Tempo

A painter was working inside a church, and as he slashed his brush he sang the old song about "A Bicycle Built for Two." The rector came in and upbraided him for his levity in a place of worship.

On returning half an hour later, the rector found the painter still at his work, but he was now singing "Abide With Me," and his brush barely kept time with that stately measure.

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### What Then?

Pat and Mike were watching some bricklayers at work one day, and Pat asked:—

"Say, Mike, what is it that holds the bricks together?"

"Sure," said Mike, "that's aisy. It's the mortar."

"Niver a bit of it," said Pat, "that's what kapes them apart."

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### Too True

"What little boy can tell me the difference between the quick and the dead?" a Sunday school teacher asked.

Willie waved his hand frantically.

"Well, Willie?"

"Why the quick are the ones that get out of the way of automobiles, and the ones that don't are the dead."

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### No Laughing Matter

A gentleman was walking down the street with his little boy at his side when the youngster cried out: "Oh, Pa! There goes an editor."

"Hush, hush," said the father, "Don't make sport of the poor man. The Lord only knows what you may come to yourself some day."

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### More Like It

A teacher was instructing a class in English, and called on Jimmy Green.

"James," she said, "write on the board—'Richard can ride the mule if he wants to.'

"Now," continued the teacher when Jimmy had finished writing, "can you find a better form for that sentence?"

"Yes, ma'am, I think I can," was the prompt answer. "'Richard can ride the mule if the mule wants him to.'"

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### One on the Judges

Once a Western town held a Charley Chaplin contest. Prizes were to be given to those who could imitate Charley Chaplin. When Charley heard about it he immediately entered the contest. He came out second.

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### Mere Approximation

"Did you ever hear anything so perfectly wonderful?" exclaimed daughter as the radio ground out the last notes of the latest thing in jazz.

"No," replied dad. "I can't say I have, although I once heard a collision between a truck load of empty milk cans and a freight car filled with live ducks."